

Atlantis

Charter School



Policy Handbook

for

Student

and

Parent/Guardian

2017-2018

Atlantis Charter School does not discriminate on the basis of race, color, religion, national origin, age, handicap, or veteran status in the provision of educational opportunities or employment opportunities and benefits, in compliance with Title VII of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973. Any hearings or public discussions of any case are covered by the Family Educational Rights Privacy Act.

TABLE OF CONTENTS

Preface4

Mission Statement4

Core Values & 21st Century Learning Expectations4

Charter Approval5

Americans with Disabilities Act5

Equal Educational Opportunities5

School Information in Parents’/Guardians’ First Language6

Grading6

Honor Roll7

President’s Education Awards Program7

National Junior Honor Society7

National Honor Society7

Parent-Teacher Conferences8

Promotion Requirements8

Progress Reports8

Report Cards8

Student Records Policies8

Attendance Policy9

- **Absences**9
- **Tardiness**10
- **Early Dismissal by Parent/Guardian**10
- **Family Vacations**10
- **Make-Up Work**11
- **Attendance Intervention Process K-6**11
- **Attendance Intervention Process 7-12**13

Health Office Guidelines15

- **Exclusion and Dismissal Criteria for Health Office**15
- **Physical Examinations and Immunizations**15
- **Sports Examination Requirements**15
- **Immunizations**15
- **Physician Notes**16
- **Absence and Tardy Excuses**16
- **Physical Education Excuses**16
- **Students Requiring Assistive Devices at School**16
- **Illness and Injuries at School**16
- **Medications in School**16

ACS Head Injury Policy17

Drug, Alcohol, & Tobacco Policy18

School Insurance for Students.....20

Accident Policy for Students and Staff.....20

Atlantis Charter School Handbook

Student At-Risk Protocol	20
Positive Behavioral Interventions and Support	21
• Continuum of School-Wide Instructional and Positive Behavior Supports	24
• ACS School-Wide Expectations	25
Discipline Overview and Guidelines	26
Disciplinary Guidelines	26
Student Conduct	31
Permanent Withdrawal	37
Age of Majority	38
Bully Prevention and Intervention Plan	38
Grievance Procedure	48
Procedure for Parent/Guardian Grievances	48
Lock-Down Procedure	49
Acceptable Use Policy – Information Technology Resources	50
Cell Phone/Electronic Policy	51
Personal Belongings and Electronic Devices	52
Textbooks and Other School Property	53
Family Community Resource Center	53
After-School Activities	53
Cafeteria-Lunch Period	54
Free/Reduced Lunch	54
Field Trips	55
Lockers	55
Lost and Found	55
Mentor Program	55
Restricted Areas of the Building	56
Student Publications	56
Cancellation of School & Early Dismissals by ACS	56
Uniform Policy	56
Appendix A: Definitions	58
Appendix B: ACS Bullying Incident Report Form	59
Appendix C: Forms Bullying May Take	61
Appendix D: Example of Step by Step Reporting and Follow-up Supports	63
Appendix E: Bullying of Students with Disabilities Letter	64

PREFACE

The policies and procedures provided in this handbook are designed to help the school run smoothly so that you will have a successful year at Atlantis Charter School. This information should be used as a guideline for rights, responsibilities and acceptable standards of behavior.

Please read this guide carefully and contact school administration or teachers for further information. Please keep in mind that this guide does not list every policy, law, regulation, etc. That the school adheres to, but is limited intended to be a general overview.

All rules, regulations, requirements and policies are written in compliance with federal, state, and local education authorities. Recent changes and updates may supersede statements in this guide. In such cases the rulings of the higher authority will prevail. Best wishes for a positive and productive school year!

Robert L. Beatty
Executive Director

MISSION STATEMENT

The mission of the Atlantis Charter School is to provide an education second to none yielding academic excellence and life-long learning skills.

Atlantis Charter School, an independent public school, provides an educational choice to the families of Greater Fall River by offering a solid academic foundation on which our students build a successful future. We expect an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best methods in our curriculum to meet the needs of our student population. It is our intent to become a model of educational excellence.

CORE VALUES AND 21ST CENTURY LEARNING EXPECTATIONS

Atlantis Charter Core Values

Atlantis Charter High School is **UNITED**

Unwavering We will persevere against all adversity

Noble We have honor and respect for all

Integrity We adhere to ACS values at all times

Trustworthy We are responsible and accountable for our actions

Excellence We always strive to do our best

Daring We dare ourselves to be great and powerful beyond measure

Through these values and beliefs, students develop both a sense of humanity and civil responsibility.

The Atlantis Charter High School faculty, administration, and most importantly, student body were integral in creating the school's core values.

Atlantis Charter School Handbook

21st Century Learning Expectations

Atlantis Charter High School students are expected to:

- Speak effectively across the curriculum for different purposes.
- Read for comprehension and analyze arguments, opinions, and information.
- Effectively communicate through written means across the curriculum for different purposes.
- Apply problem solving, critical thinking, and knowledge to real world problems using data and logic.
- Utilize technology to conduct research, to support critical thinking, and to present information.
- Demonstrate responsibility to and involvement in their community.
- Demonstrate self-reliance and accept personal responsibility with integrity and ethics.

CHARTER APPROVAL

The Charter for Atlantis Charter School was approved in 1995 and has been reviewed and approved in 2000, 2005, 2010 and 2015 by the Charter School Office at the Massachusetts Department of Education.

AMERICANS WITH DISABILITIES ACT

Program applicants, participants, members of the general public, employees, job applicants and others are entitled to participate in and benefit from all Atlantis Charter School programs, activities, and services without regard to disability.

Copies of this notice are available, upon request, in alternative print formats (large print, electronic file, etc.) Our grievance procedure and practices are also available. Inquiries, requests, and complaints should be directed to: Title IX Coordinator for Atlantis Charter School, 37 Park Street, Fall River, MA 02721, 508-646-6410 (voice), 508-672-3489 (Fax).

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the Board of Trustees and the Atlantis Charter School faculty and staff will comply with the letter and the spirit of the Massachusetts Equal Educational Opportunities Law (Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. Atlantis Charter School's Nondiscrimination Policy Statement reads:

Atlantis Charter School ("District") does not discriminate against students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Additionally, Atlantis Charter School does not discriminate against the individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

SCHOOL INFORMATION IN PARENTS’/GUARDIANS’ FIRST LANGUAGE

School information is available in the parents’/guardians’ first language upon request. Please contact the records clerk at 508-646-6410.

GRADING

A student at Atlantis needs a minimum grade average of 70 [C-] to pass each class. The following scales are used for grading at ACS.

Kindergarten Readiness

Score	Descriptor
3	Student exceeds benchmark expectation for this time period. Student demonstrates in-depth understanding of the material by completing advanced applications of the material.
2	Student meets the benchmark expectations for this time period. Student has mastered the standard.
1	Student is working to meet the benchmark expectation for this time period. Student is working to master the standard, and still struggles to demonstrate independent understanding of the standard.

Grades 1-12

A+ 100-98	Demonstrates comprehensive and in-depth understanding of rigorous subject matter
A 97-94 A- 93-90	Demonstrates an excellent understanding of rigorous subject matter.
B+ 89-88 B 87-84 B- 83-80	Demonstrates a solid understanding of challenging subject matter.
C+ 79-78 C 77-74 C- 73-70	Demonstrates average understanding of subject matter.
F 0-69	Does not demonstrate sufficient understanding of subject matter.

For information regarding grade point average, course weighting, class rank, transfer credits and/or credits earned at colleges and universities, please refer to the 2017-2018 Program of Studies.

HONOR ROLL (PER QUARTER)

Highest Honors: 95 or above in all subjects including specials.

High Honors: 90 or above in all subjects including specials.

Honors: 85 or above in all subjects including specials.

PRESIDENT'S EDUCATION AWARDS PROGRAM

Membership in the President's Education Awards Program, sponsored by the U.S. Department of Education, is one of the highest honors that can be awarded to a student. It was developed to help school leaders recognize and honor students who have shown outstanding educational growth and improvement in their academic subjects. The Atlantis Charter School participates in recognizing students in Grades 4-6 as well as Grade 9 who have attained exemplary academic accomplishments along with good citizenship.

The Presidential Award for Achievement (Grades 4-6) and Excellence (Grade 9) have the following criterion; students must attain a scholastic grade of 90 in every subject (including specials, e.g. gym, art, computer classes, etc.) with no grade less than 80 for all four quarters and there must be no instances of a teacher or administrative detention/turn around session nor an in-school or out-of-school suspension for the entire school year. Please note that the awards ceremony will take place prior to the end of the school year, as such, students are required to adhere to all criterion listed above for the remainder of the school year in order to keep Presidential Award status. Should a student fail to maintain the academic and citizenship standards set forth above, after the awards ceremony takes place, they will be removed from Presidential Award status.

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is duly chartered nationally as a prestigious society to recognize students in Grades 7-8 who meet the required standards in five areas of evaluation: scholarship, service, leadership, character, and citizenship. Ten (10) hours of community service is required. Community service hours will be accepted from July 1st – June 30th of the current school year.

For entry into the Society, students must attain a scholastic grade of 90 in every subject (including specials, e.g. gym, art, computer classes, etc.) with no grade less than 80 for all four quarters; there must be no recorded instances of a teacher or administrative detention/turn around session nor an in-school or out-of-school suspension for the entire school year. Qualified candidates will be formally invited to a formal NJHS induction ceremony in their honor; in subsequent years members of NJHS will be participants in this ceremony but will not be inducted once more. For continued participation in NJHS in subsequent years, students must meet all of the stringent requirements for academics and behavior. Please note that the awards ceremony will take place prior to the end of the school year, as such, students are required to adhere to all criterion listed above for the remainder of the school year in order to keep NJHS status. Should a student fail to maintain the academic and citizenship standards set forth above, after the awards ceremony takes place, they will be removed from NJHS status.

NATIONAL HONOR SOCIETY

The National Honor Society is duly chartered nationally as a prestigious society to recognize students in Grades 10-12 who meet the required standards in four areas of evaluation: scholarship, service, leadership, and character. Ten (10) hours of community service is required. Community service hours will be accepted from July 1st – June 30th of the current school year.

For entry into the Society, students must have a scholastic grade point average of no less than 3.5 on a 4.0 scale at the end of the school year as well as having no recorded instances of a teacher or administrative detention/turn around session or an in-school or out-of-school suspension for the entire school year. Qualified candidates will be formally invited to a formal NHS induction ceremony in their honor; in subsequent years members of NHS will be participants in this ceremony but will not be inducted once more. For continued participation in NHS in subsequent years, students must

Atlantis Charter School Handbook

meet all of the stringent requirements for academics and behavior. Please note that the awards ceremony will take place prior to the end of the school year, as such, students are required to adhere to all criterion listed above for the remainder of the school year in order to keep NHS status. Should a student fail to maintain the academic and citizenship standards set forth above, after the awards ceremony takes place, they will be removed from NHS status.

PARENT-TEACHER CONFERENCES

Conferences are an important part of communicating about a student's progress. Two scheduled conferences are required during the school year (at the end of the first and third quarters). Additional conferences with administrative staff or faculty may be arranged at any time. Please call the school to set up an appointment. A teacher or parent may request that the site leader attend a conference.

PROMOTION REQUIREMENTS

Lower Site: In order to be promoted to the next grade level, a student must pass Readers' Workshop. Also, a student must pass a minimum of three out of the other four core academic subjects [Writers' Workshop, Mathematics, Science, or Social Science]. Failure to meet these requirements will result in a student being retained in grade level.

Upper Site: In order to be promoted to the next grade level, a student must pass ELA. Also, a student must pass a minimum of two out of the other three core academic subjects [Mathematics, Science, or Social Science]. Failure to meet these requirements will result in a student being retained in grade level.

High School: In order to be promoted to the next grade level, a student must pass ELA and achieve the number of credits as specified in the Program of Studies. Failure to meet these requirements will result in a student being retained in grade level.

PROGRESS REPORTS

Progress Reports will be sent home with students approximately every three weeks. These reports will indicate whether your child is in danger of failing a course (grade less than 75).

REPORT CARDS

Report Cards are issued four times per year at the end of each Quarter. Parents/guardians will receive their child's Report Card only during the scheduled Parent-Teacher Conference at the end of the 1st and 3rd Quarter. It is the expectation that all parents attend parent/teacher conferences. The 2nd Quarter Report Card and the Final Report Card (4th Quarter) will be sent home with each student.

STUDENT RECORDS POLICIES

Students who have reached their fourteenth (14th) birthday or entered the 9th grade, whichever comes first, may see their student records. The Site Leader or his/her designee must let such students see their entire student records within two (2) days of the request.

Students who have reached the age of majority (18+) are able to sign all student records on their behalf, including, transferring themselves out of school.

ATTENDANCE POLICY

It is the policy of Atlantis Charter School and its staff that regular attendance in all classes is essential to the learning process and establishes good work habits. Therefore, parents/guardians have a legal responsibility to ensure that their child or children are in attendance and on time every day of the school year.

Absences

The parent/guardian should call ACS between 6:00 a.m. and 8:30 a.m. In the event that the secretary is not available to take the call, parents/guardians should leave a detailed message stating child's name, the date, and a valid reason for the absence. As stated, students will have one day for each absence, not exceeding five days to make up any missed work. Work not completed within the allotted time frame will result in a zero. Any student missing 5 consecutive scheduled school days will be required to obtain documentation from a physician before returning to school. Proper documentation from a physician must be submitted to the school nurse within 5 school days upon the students return to excuse an absence. Students will not be penalized for excused absences.

Excused absences include:

- A. Illness- verified with physician's documentation.
- B. Mandated Court Appearances- verified with copy of summons
- C. Religious Holidays – verified in writing by clergy
- D. Death in the family- note from parent/ guardian along with an obituary notice or funeral card

It is the responsibility of the student to make up all work missed due to any type of absence see above make-up work policy. In the event of a prolonged absence, parents/guardians are required to contact the school, so that an appropriate academic plan can be discussed.

Under M.G.L. c. 119, § 21, , a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's or legal guardian's ability to adequately care for and protect the child; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." A school aged child is "habitually truant" when not otherwise excused from attendance in accordance with lawful and reasonable school regulations, willfully fails to attend school for more than 8 school days in a quarter. The school can assist parents with pursuing "CRA" services and supports. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services. By law, school personnel are mandated reporters.

Attendance shall be taken in every class and each absence shall be recorded by teachers. It is the responsibility of the student to make up class work missed during any absence. Excessive absences which have a negative effect on test scores, class participation, or other criteria used by the class-room teacher to establish satisfactory performance often jeopardize a student's promotion, graduation and/or successful course completion.

Whenever a student is absent from school, parents/guardians are expected to notify the school by telephone. The school will attempt to call parents of students who are absent but do not notify the school.

Parents will be notified of student absences in the Quarterly Report Cards. Parents are always welcome to contact the school for an attendance update.

Students who are absent from school will not be allowed to participate in any after school activity, sports, or after school sponsored events on the day of the absence (students absent on Fridays will not participate in any event until being present in school the following week). In extenuating circumstances, the administration has the discretion to override this provision of the policy.

Perfect attendance criteria for awards, or other school related events or matters, refers to a student being in school on time, without dismissals, each day that school is in session. A student will not receive perfect attendance if there has been an absence, dismissal, or tardy, even if it is excused.

Atlantis Charter School Handbook

Tardiness

Students who arrive late to school or classes are marked tardy. Every five unexcused tardies will result in one unexcused absence. Proper documentation from a physician must be submitted to the school nurse within 5 school days of the initial tardy to be considered excused. Students arriving to school after the following times: **Lower Site 11:35, Upper Site 11:50, High School 10:55** will be considered absent for the purposes of the attendance policy. Disciplinary action will be taken in the cases of repeated tardiness. See attendance interventions below.

Students are expected to be in line to enter school at 7:50 a.m. at the Lower School (K-4) and at 8:05 a.m. at the Upper School (5-8). Students must be in homeroom by 7:30 a.m. at the High School. Being prompt to school is an important part of education. Consistent tardiness results in the loss of valuable class time. Punctuality is an important part of education and a valuable life skill.

Other excused tardiness is constituted by:

- A. Doctor's appointments- verified with physician documentation.
- B. Mandated Court Appearances- verified with copy of summons
- C. Religious Holidays – verified in writing by clergy

It is the responsibility of the student to make up all work missed due to tardiness. Please see make-up policy above.

Early Dismissals by Parent/Guardian

No student may leave school before the end of scheduled classes for any reason without the expressed permission of his/her parent or guardian and a school official. Parents agree not to request that their child be dismissed from school except in an extreme emergency. It is requested that doctor or dentist appointments be scheduled after school if possible.

Permission for dismissal is granted when a note, stating the reason for the request and signed by the parent or guardian, is presented to the office no later than the end of homeroom. If a student needs to leave school because of illness, he/she must have the permission of the nurse and his/her parent/guardian. Dismissals for religious purposes also requires a note.

If a student is dismissed from school he/she will be considered absent for that day if they are dismissed prior to the following times: **Lower Site 11:35, Upper Site 11:50, High School 10:55**. Students will be responsible to make-up work any missed work due to an early dismissal. Please see the make-up work policy above.

No early dismissals will be granted after **2:45 p.m. at the Lower School, 3:00 p.m. at the Upper School, and 2:00 p.m. at the High School** without a written note handed in by student to the main office. Office staff needs to be alerted to emergency dismissals via telephone call or email prior to parent pick-up. Failure to comply with this protocol may result in delaying student dismissal. The receptionist may ask for photo identification from the individual picking up the student. This individual must be listed on the student enrollment form as an approved contact by the child's parents.

Family Vacations

Family vacations scheduled during the school year are strongly discouraged and are considered unexcused absences which may result in a consequence. Please see the attendance policy and interventions below. School days missed as a result of a family vacation cannot be appealed.

Any student who is absent from school due to a scheduled family vacation during school time, will have one day for each day absent, not to exceed 5 days to make up any missed work. Any work not completed after the allotted time frame will be counted as a zero. It is the responsibility of the student to collect any missed work from his/her teachers. Please see the make-up policy above.

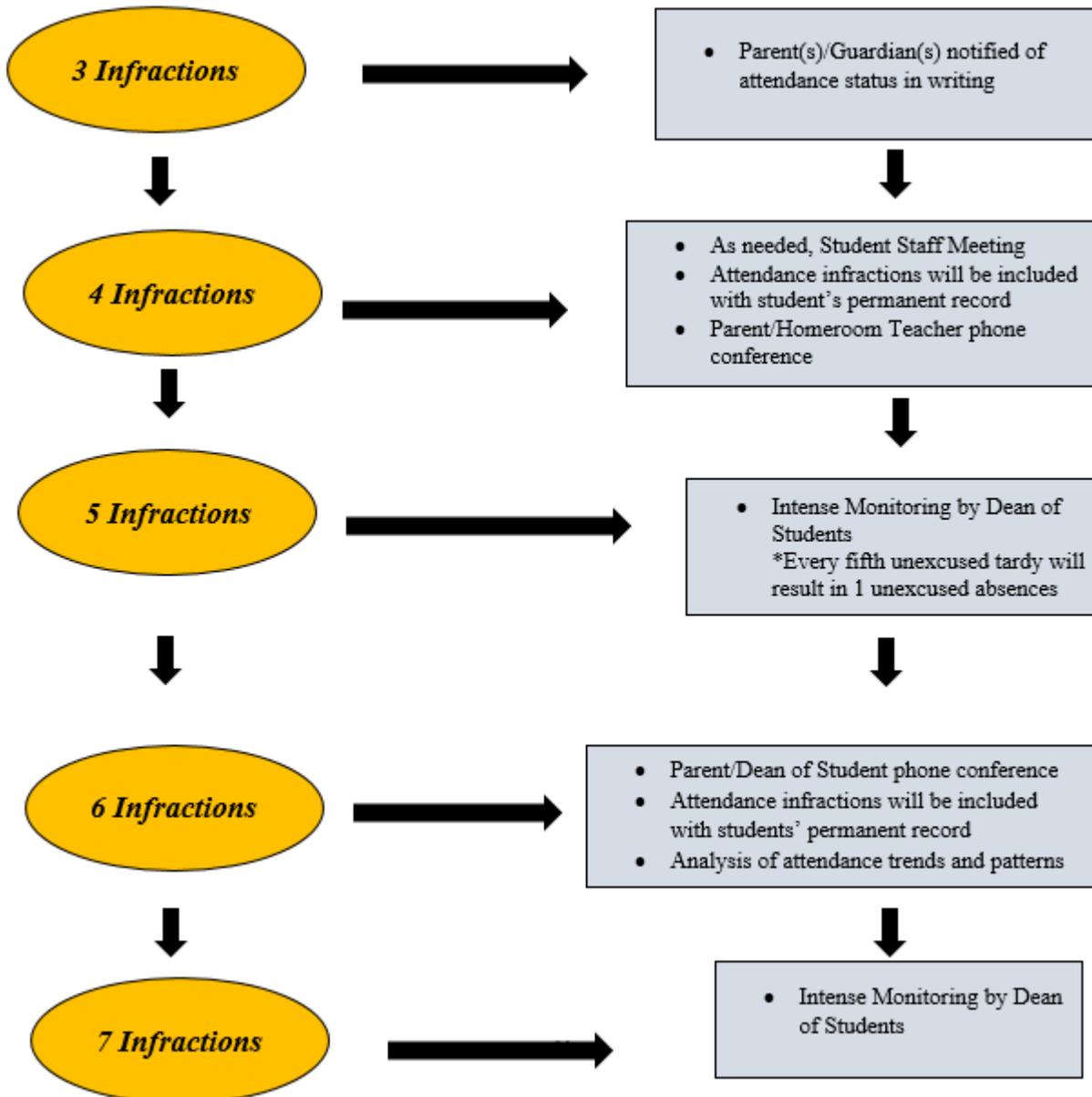
Under no circumstances will make-up work be provided to students in advance for family vacations. It is the responsibility of the student to collect any missed work from his/her teacher upon return from a family vacation.

Make-Up Work

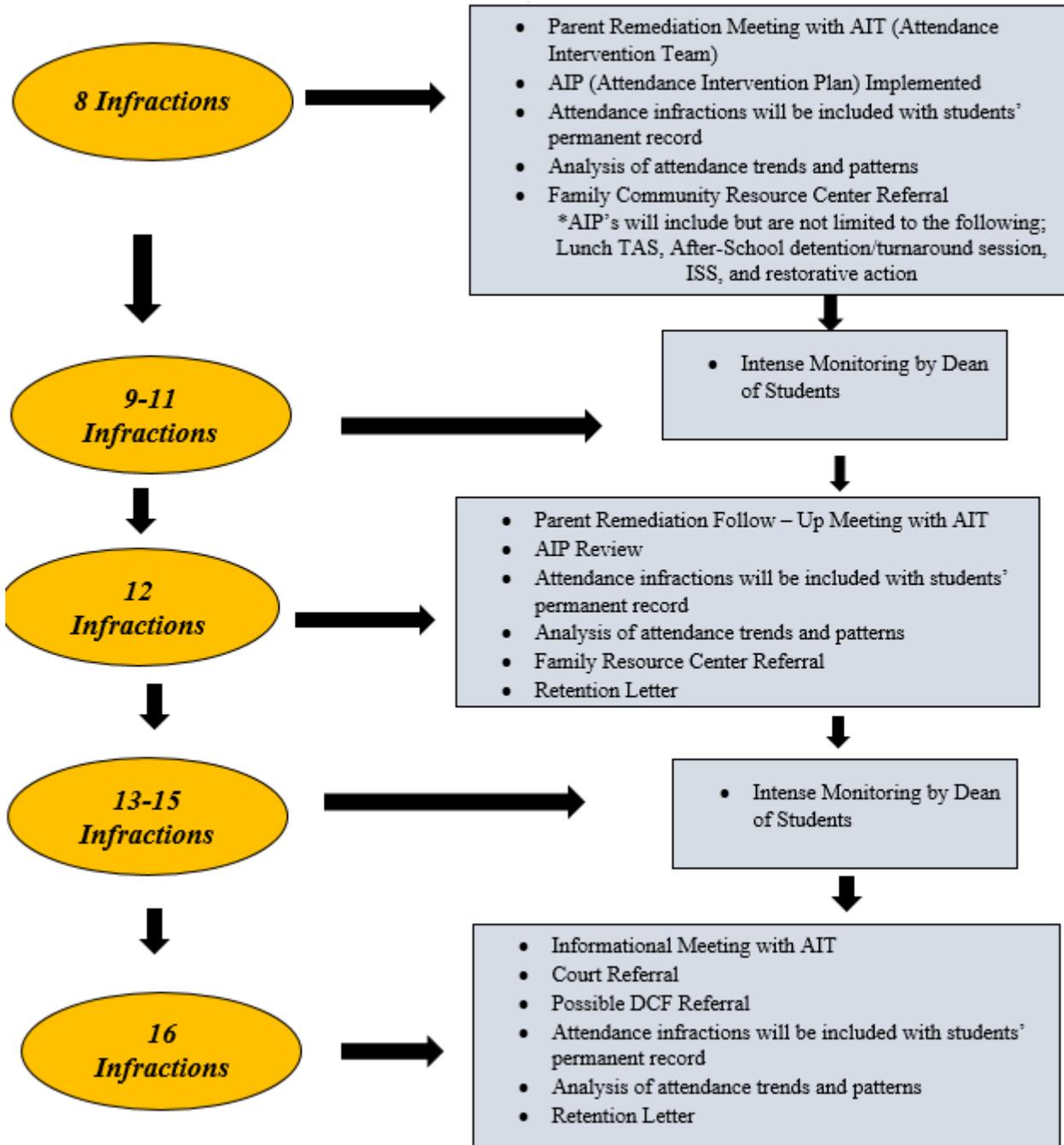
Upon return to school, students are given one day for each day absent, not to exceed 5 days, to make up any missed work. Any work not completed after the allotted time frame will be counted as a zero. It is the responsibility of the student to collect any missed work from his/her teachers.

Students who are determined to be cutting class or missing school on their own accord will not be given an opportunity to make up any tests or other assignments given on the day in question. The student will receive a zero (0) for any assignments or assessments that were missed during the time of the truancy.

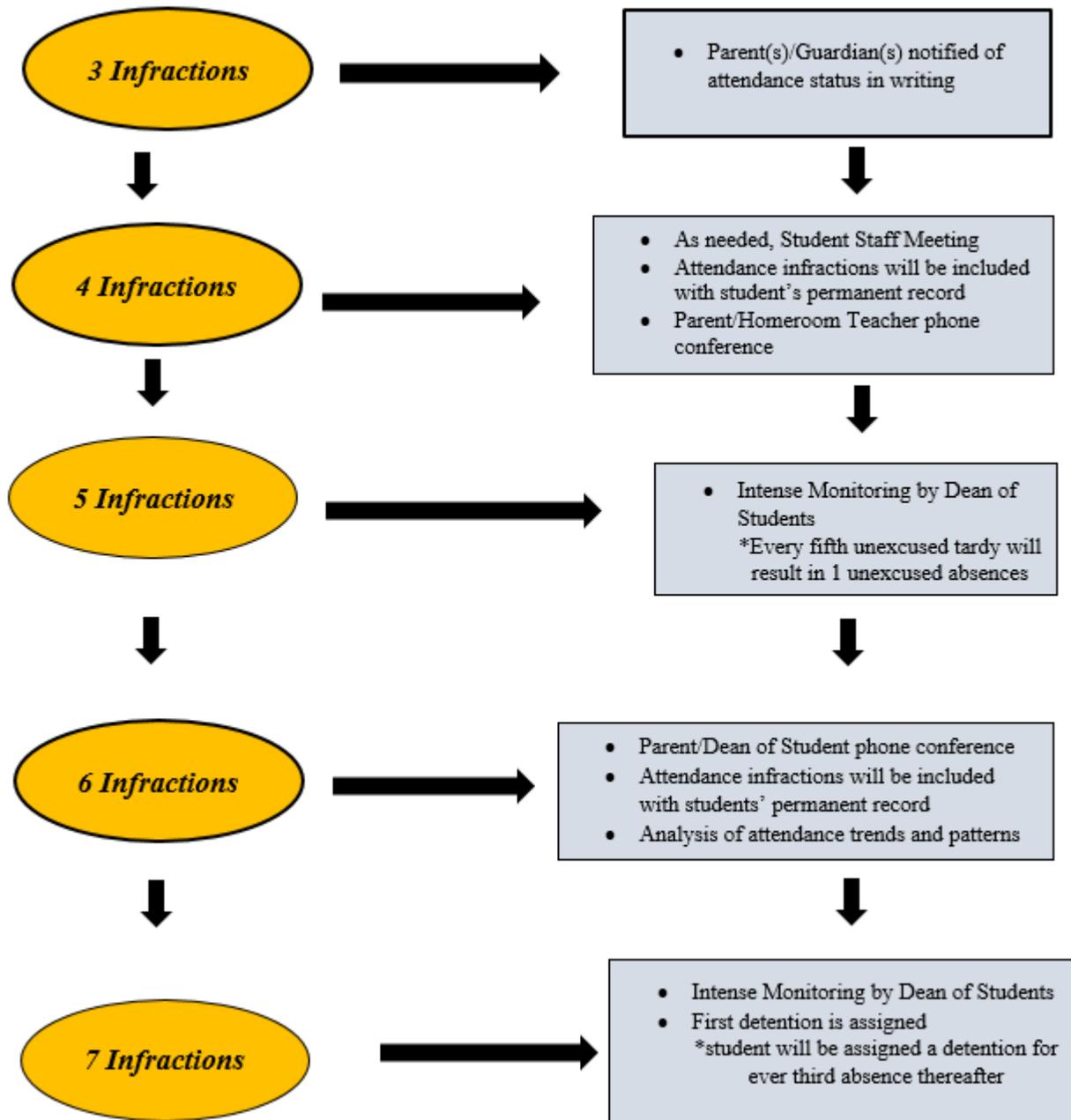
Attendance Intervention Process K-6



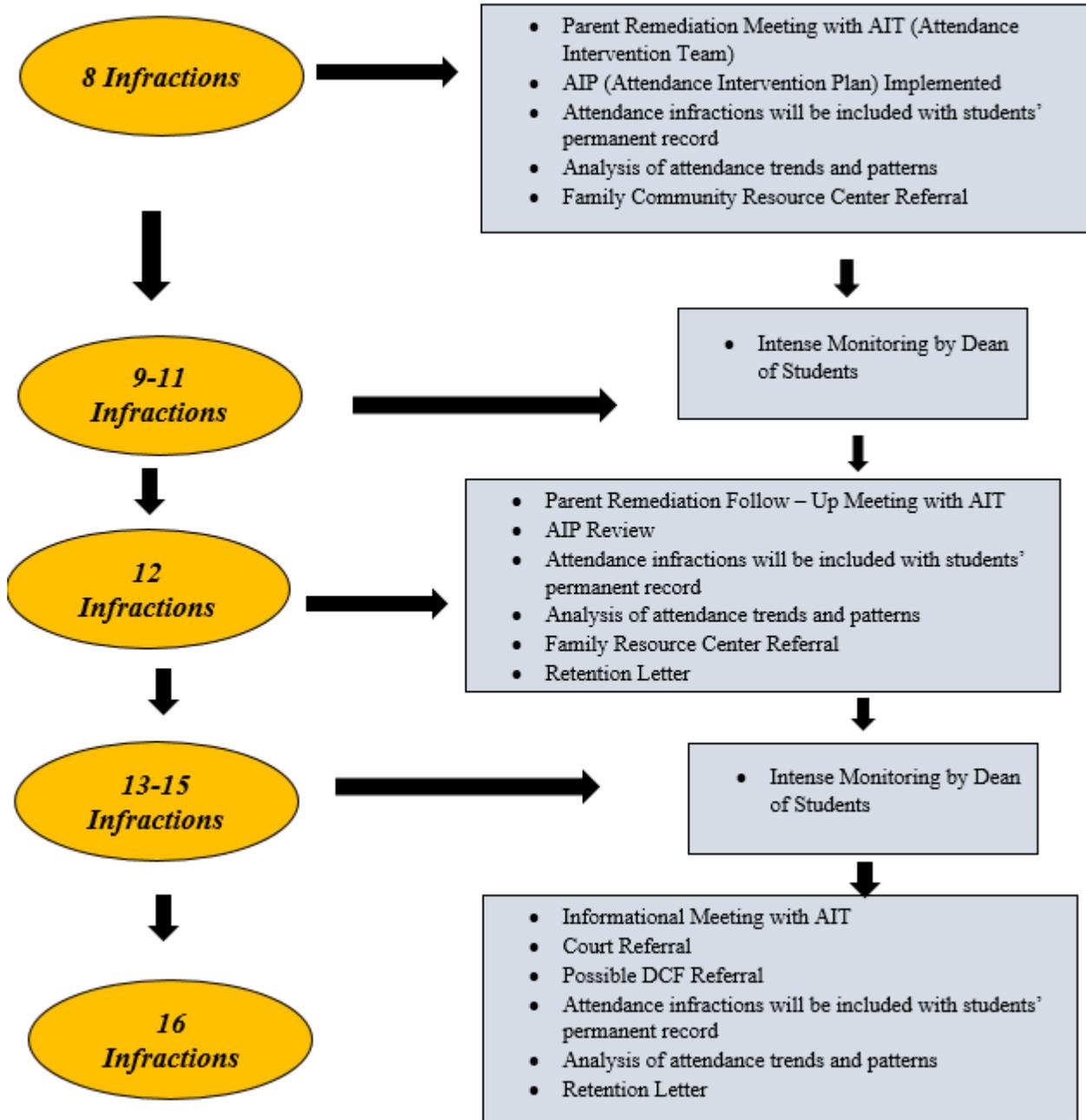
Attendance Intervention Process K-6 Continued



Attendance Intervention Process 7-12



Attendance Intervention Process 7-12 Continued



HEALTH OFFICE GUIDELINES

EXCLUSION AND DISMISSAL CRITERIA FOR HEALTH OFFICE

The following is a list of criteria used to determine dismissal and exclusion from school for medical issues. Dismissal and exclusions of a medical nature are decided by the school nurse based on nursing judgment and assessment; and in accordance with The Comprehensive School Health Manual, The Massachusetts Department of Public Health and Massachusetts General Law governing School Health. Students are assessed on a case by case basis.

A student will be excluded if:

- 1) Immunization requirements are not met
- 2) Not in compliance with the physical examination policy
- 3) Pose a risk to the public health due to a communicable disease
- 4) Pose a health risk to themselves or others
- 5) Have a fever over 100 degrees Fahrenheit

A student will be dismissed from school for any of the above reasons and for:

- 1) Injuries that occur in school that require medical assessment and intervention
- 2) Severe illnesses that may include vomiting & diarrhea

Any student out of school for five consecutively scheduled school days must have a physician's note to return to school.

PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

Physical Exams:

A periodic physical examination is critically important for all children and adolescents. Massachusetts General Law c. 71 s. 57 and related amendments and regulations (105 CMR 200.00-200.920) requires physical examinations of school children within six months before entry into school or during the first year after entrance.

- Atlantis Charter School requires physical examinations for Kindergarten entry as well as for third and seventh grades as mandated by the state due to immunization requirements. Yearly physical examinations should be forwarded to school health offices for student health files.
- Physical examinations are required for students who participate in after school sports. Physicals are to be dated within 13 months of start of sports season and have clear documentation that student is cleared for participation in sports.
- Students out of compliance with this policy will be excluded from school and/or sports at the discretion of the school nurse and Site Leader.

SPORTS EXAMINATION REQUIREMENTS

As noted above, physical examinations with clear documentation of student's ability to participate in sports is required by Atlantis Charter School. These must be dated within 13 months of start of particular sports season. It is responsibility of parent/guardian to obtain and forward physical examination copies to health office.

IMMUNIZATIONS

Massachusetts immunization regulations specify minimum immunization requirements for enrollment in school (105 CMR 220.00). These regulations are revised periodically to incorporate any changes in requirements. Some required immunizations may be added to, or eliminated accordingly. The law and regulations provide for exclusion of students from school if immunizations are not up to date, but do permit for exemptions for medical and religious reasons.

Atlantis Charter School will follow the Massachusetts regulations as noted above, including excluding students from school. Required immunizations for entry to school may be found on the Massachusetts Department of Public Health website.

PHYSICIAN NOTES

Atlantis Charter School Handbook

ABSENCE AND TARDY EXCUSES:

In accordance with the Atlantis Charter School attendance policy, physician documentation is required to verify absences and/or tardiness. All documentation must be received within five (5) school days of the last day of the absence.

Any student who is absent for five consecutive scheduled school days, is required to provide documentation from a physician, concerning an illness, before returning to school.

PHYSICAL EDUCATION EXCUSES

Medical excuses are required for those students who cannot participate in physical education classes. A note from the physician, with documentation specifying the diagnosis, length and extent of the excused absence must be submitted to the health office.

STUDENTS REQUIRING ASSISTIVE DEVICES AT SCHOOL

Any student arriving to school with an assistive or immobilizing device, such as crutches, slings, braces, air casts and etc., should have a doctor's note accompanying them specifying diagnosis, activity restrictions and duration of need for assistive device. The doctor's note must be submitted to the health office. If student does not have a doctor's note, the parent/guardian will be contacted to obtain the doctor's note or to pick up student until doctor's note is received. This is keeping with the health office's prerogative to exclude a student for the safety of themselves and others. Atlantis Charter School needs to limit liability in these cases and assure that students are being seen and properly treated.

ILLNESS AND INJURIES AT SCHOOL

In case of an injury, the school nurse will administer first aid. It is the parents' responsibility to pick up their child at school and transport him/her to an appropriate facility, if medical attention is indicated. IF EMERGENCY MEDICAL RESPONSE is summoned, every effort will be made to contact parent/guardian. Students are not to leave the school building for reasons of illness or injury unless dismissed by the nurse or by an administrator. Parents are responsible for providing accurate and up to date emergency information to the school. Emergency contact persons must be accessible and able to provide transportation for the student.

Students who leave school because of illness or injury without following this dismissal procedure, will be marked as unexcused from all missed classes. Parents should not remove students from school for reasons of illness or injury unless the nurse or his/her designee has dismissed the student. NO student should appear at the health office without a pass from his/her period teacher unless it is an EMERGENCY.

In the case of suspected or actual head injuries, the Atlantis Charter School Head Injury Policy will be followed.

MEDICATIONS IN SCHOOL

It is extremely important for you to know that **NO medication** will be administered to any student **unless both forms are completed** - Parent/Guardian Authorization for Prescription Medication Administration and the Medication Order Form (completed by a licensed prescriber).

Students, who must receive medication during the school day, are required to have the following forms on file before the medication can be administered at school.

- 1) Signed consent by the parent or guardian.
- 2) Signed licensed provider medication form.

The parent/guardian or responsible designated adult must deliver the medications to the school's nurse in a pharmacy or manufacturer-labeled container. Medication must be in a stapled pharmacy bag. Please ask your pharmacist to provide separate bottles for school and home. No more than a thirty-day supply of medication should be delivered to the school.

NO over-the-counter-medication or prescription medication will be given without all required forms being completed. No students should be carrying over the counter medications on their person.

Atlantis Charter School Handbook

HIGH SCHOOL STUDENTS ONLY: The only two medications that students are allowed to carry in school are Epi-Pens and inhalers, provided the nurse has doctor's orders and parental permission forms updated each year.

Students in violation of the medication policy are subject to disciplinary action.

ACS HEAD INJURY POLICY

Purpose: The policy applies to all elementary, middle and high school students who attend Atlantis Charter School with a documented head injury that occurred either at or from a school sanctioned activity. This policy provides the procedures and protocols for Atlantis Charter School in the management of head injuries within the school setting. .

Training: School Nurses and Physical Education teachers will complete the head injury safety training programs provided by the Massachusetts Department of Health. Training should be completed annually.

Procedure:

- Any student who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loss of consciousness even briefly shall be removed from the activity/situation immediately and may not return to activity for the day.
- The student will be assessed by School Nurse/PE teacher for signs and symptoms of a possible concussion.
- Parents/guardians of student will be notified that child has had an injury to head.
- If symptoms of possible concussion are present, student should be referred to health care provider with a copy of concussion signs/symptoms checklist to be sent with child.
- The student's parent/guardian is required to bring them to either the pediatrician or a medical doctor at a hospital emergency room before the student returns to school.
- If student is referred to MD or Emergency Department, the Site Leader will be notified verbally and in writing, in the form of the Student Accident report,
- If symptoms are not present upon assessment and observation, the child may return to class, but is to refrain from sports/activities for the day.
- The School Nurse will consult with the classroom teacher about any precautions or advisories about symptoms.
- Parents are to receive copy of signs & symptoms checklist and are to be asked to continue to observe child at home, as signs & symptoms may develop later.

Please note: Site Leaders are notified as soon as possible if there is a "serious" (i.e. hospitalization/MD referral involved) injury, by the nurse and/or PE teacher; an accident report will be completed by the nurse and the teacher, who witnessed or was in charge when injury occurred, within 1 school day to Site Leader for signature.

All other injuries are documented by the nurse in PowerSchool, by end of day or if not possible, by end of the next school day.

Return to School:

Atlantis Charter School Handbook

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

DRUG, ALCOHOL, & TOBACCO POLICY

Drugs, Alcohol, Tobacco, Opioids, and Steroids

It is the responsibility of the Atlantis Charter School (ACS) to safeguard the health, character, citizenship, and personality development of the students in its school. As such, ACS must maintain that the use of drugs and the unlawful possession and use of alcohol is wrong and harmful and that the misuse of drugs, alcohol, tobacco, opioids, or steroids threatens the positive development of the student and the welfare of the entire school community. ACS is committed to the prevention of drug, alcohol, tobacco, opioid, and anabolic steroid abuse, and the rehabilitation of identified abusers.

ACS prohibits the use, possession and/or distribution of any drug, alcohol, tobacco, opioids, or anabolic steroids on school premises, and at any event away from the school sponsored by the ACS. Compliance with a drug-free standard of conduct at all schools and school functions is mandatory for all students. A student who uses, possesses, or distributes drugs, alcohol, tobacco, opioids, or anabolic steroids on school premises, or while attending a school-sponsored activity, will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel.

ACS shall prepare a comprehensive curriculum on the topics of drug, alcohol, and tobacco which shall be integrated and implemented within the ACS Health Curriculum.

ACS shall annually review the effectiveness of its alcohol and other drug policies and shall solicit community input as well as consult with local agencies recommended by the state department of health in the review process. Alcohol and other drug policies and procedures for discipline, evaluation, and treatment of students shall be made available annually to all school staff, students and parent/guardians.

Any staff member who reports a student to the Site Leader and/or District Leader or his/her designee in compliance with the provisions of this subsection shall not be liable for civil damages as a result of making such a report as provided for under St. 2016, c. 52, s. 15. All policies and procedures must comply with the confidentiality requirements established in federal regulation found at 42 CFR Part II.

Substance abuse in ACS is considered a health risk. It is the expressed position of ACS that when school rules have been violated and when a student's health is at risk, we must notify the student's parents/guardians and attempt to involve family in the rehabilitation plan subject to the confidentiality restrictions per federal regulations 42 CFR Part II. Refusal or failure by a parent/guardian to comply with the provisions of St. 2016, c. 52, s. 15 shall be deemed a violation of the compulsory education and/or child neglect laws per Mass. Gen. Laws c. 71, s. 96.

Enforcement of Drug-Free School Zones

ACS recognizes its responsibility to ensure continuing cooperation between school staff and law enforcement authorities in all matters relating to the use, possession, and distribution of controlled dangerous substances and drug paraphernalia on school property. ACS further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property. ACS will record and maintain formal Memorandum of Agreement with the appropriate law enforcement authorities.

Atlantis Charter School Handbook

Undercover Operations

ACS is authorized to request that law enforcement authorities conduct an undercover operation in the school if he/she has reason to believe that drug use and/or drug trafficking is occurring in the school and that a less intrusive means of law enforcement intervention would be ineffective.

ACS recognizes that law enforcement authorities may contact the Executive Director/designee to request that an undercover operation be established in ACS schools.

The Executive Director/designee, District Leader, and/or Site Leaders shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Executive Director/designee, District Leader, Site Leaders, or any other school staff or district board member who may have been informed about the undercover operation is required to immediately communicate information to law enforcement or designee if the integrity of the undercover school operation has been compromised in any way.

Summoning Law Enforcement Authorities onto School Property for the Purpose of Conducting Investigations, Searches, Seizures and Arrests

Any school employee who has reason to believe a student or a staff member is using or distributing controlled dangerous substances, including opioids, anabolic steroids, or drug paraphernalia on school premises, shall bring that information to the school Site Leaders and/or District Leader. This information will be immediately reported to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, ACS will cooperate with the law enforcement authorities in accordance with the law and administrative code. He/she will provide the officials with an area away from the general student population in which to conduct their law enforcement duties. If law enforcement officials do not choose to investigate the incident, the Executive Director/designee may continue the investigation to determine if any school rules have been broken and whether any school discipline is appropriate.

If an arrest is necessary, and no urgent circumstances exist, the Executive Director/designee, District Leader, and/or Site Leaders and staff will cooperate with the law enforcement officials. Every effort shall be made to enable law enforcement personnel to carry out the arrest in a manner that is least disruptive to the educational environment. The Executive Director/designee, District Leader, and/or Site Leaders shall immediately notify the student's parent/guardian whenever a student is arrested for violating any laws prohibiting the possession, use, sale, or distribution of any controlled substance or drug paraphernalia.

Student Searches and Securing Physical Evidence

The Dean of Students, Site Leaders, District Leader or his/her designee may conduct a search of a student's person or belongings if school official have reasonable suspicion that the student is concealing contraband and/or in possession or under the influence of illegal or controlled substances. All searches and seizures conducted by designated school officials shall comply with the standards prescribed by the United States Supreme Court in and covered by the protections of the Fourth Amendment to the United States Constitution and Article 14 of the Massachusetts Declaration of Rights which includes all public schools.

If, as a result of the search, a controlled substance or drug paraphernalia is found, or if a controlled substance or drug paraphernalia is by any means found on school property, school officials shall then notify the appropriate law enforcement agency. School officials shall ensure that the controlled or dangerous substance and/or drug paraphernalia is labeled and held in a secure location until law enforcement officials retrieve it. School officials shall then contact the student's parents/guardians to inform them of the occurrence.

If, and when, law enforcement officials are called into the school, and a search of a student's person or belongings is necessary, or an interrogation is to be conducted, school officials may request that law enforcement officials participate in conducting the search, seizure or interrogation. ACS continues to reserve the right to search school property in cases where there is reason to believe that a student may have violated the substance abuse policy through consumption, possession, and/or distribution prior to law enforcement notification.

Atlantis Charter School Handbook

Police Presence at Extracurricular Activities

School officials may contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when school officials believe that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd traffic control at a school function.

Confidentiality of Student Involvement in Intervention and Treatment Programs

Nothing in this policy shall be construed in any way to authorize or require the transmittal of any information or records that are in the possession of a substance-abuse counseling or treatment program. All information concerning a student's involvement in a treatment program shall be kept strictly confidential. See 42 CFR Part II and St. 2016, c. 52, s. 15.

Annual Review

ACS will review annually the effectiveness of these policies and the Memorandum of Agreement with the appropriate law enforcement agency. As part of this review, ACS will consult with the county superintendent, local community members, and the county prosecutor's office.

Availability of Policy

The policies and procedures contained herein shall be made available to all staff, students, and parents/guardians on an annual basis on the ACS Website.

SCHOOL INSURANCE FOR STUDENTS

Atlantis provides a free school insurance plan for all students. In the event of an accident in school or on the way from school, the student must report the accident to the school nurse who will report it to the Business Office staff who handles all insurance claims. The school insurance plan will supplement the family's primary insurance plan coverage according to the terms of the contract. This plan is not designed to serve as a primary source of insurance.

ACCIDENT POLICY FOR STUDENTS AND STAFF

Each time a student, parent, or teacher is injured in the school building or at a school-sponsored function on or off school property, an accident report must be filed in the office no later than 24 hours after the incident. All questions concerning insurance should be referred to the Business Office. This includes members of intramural athletic teams.

STUDENT AT-RISK PROTOCOL

The goal of the Atlantis Charter School is to create and maintain a positive and safe learning environment for all students and staff. The following protocol will be adhered to when any staff member at ACS has a concern that a student may be at risk to harm him/herself or others.

The school adjustment counselor assessing the student at risk is responsible for ensuring that the protocol is followed, and coordination with the Student Crisis Team, (SCT), is carried through.

1. Upon observation of at-risk behaviors or suspicion of risk for self-injury, the school staff member will immediately contact the school adjustment counselor.
2. The identified student will be accompanied by an adult to the office of the School Adjustment Counselor. The Site Leader will be contacted immediately. The student will then be interviewed by the School Adjustment Counselor and the student's level of risk will be assessed. When necessary, a second member of the Student Crisis Team will be asked to join the interview. Whenever possible, this second SCT member should be someone the student is familiar with and will not increase the student's anxiety. If a student is deemed to be at risk and needing further assessment for safety, the School Adjustment Counselor will contact the student's parent/guardian and make them aware of the following:

Atlantis Charter School Handbook

- The circumstances surrounding their child’s situation.
 - The parent/guardian will be asked to immediately pick up their child and bring them to an appropriate licensed mental health professional, outside of the school setting, for further evaluation and intervention. If a parent/guardian cannot be reached, the SCT will determine next steps.
 - The School Adjustment Counselor will review the options available for their child to be appropriately evaluated. If the student is insured by MassHealth, or is receiving services from MassHealth, the parent will have the option of having Corrigan Mobile Crisis Unit come to the school to assess the student.
 - The parent must provide documentation to the school prior to the student’s re-entry back to school. This documentation must clearly state that the student is safe to return to school.
 - A signed Release of Information Form will be obtained for the professional/agency conducting the crisis evaluation.
3. In the event that the at-risk student is experiencing a medical emergency, 911 will be called and the nurse will be contacted immediately. The SCT will follow the school’s medical emergency policy. In the event the student is taken by ambulance, the School Adjustment Counselor shall accompany the student and remain with them in the Emergency Room until a parent or guardian arrives. If the SAC is not able to go with the student, another appropriate member of the SCT will accompany the student in the ambulance. If a member of the SCT is told by an EMT that they cannot physically go in the back of the ambulance, the SCT will follow the ambulance by car.
 4. The at-risk student will be directly supervised by a member of the SCT at all times in school until the parent has arrived to take responsibility for ensuring the student’s safety. The student is not allowed to return to class while waiting for a parent/guardian.
 5. A Student Crisis Intervention Form will be completed by the School Adjustment Counselor and parent/guardian’s signature will be obtained.
 6. The identified student’s re-entry to ACS should follow the ACS Re-Entry Protocol For Students At Risk.

In the event a parent/guardian refuses to follow through with the school’s Student At-Risk Protocol, the SCT may consider the following actions:

- Filing a 51A with the Department of Children and Families
- Notification to local police authorities of a child in need of services

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Through PBIS we will work to create and maintain a productive and safe learning environment in which all school community members have clear expectations and understandings of their roles and responsibilities in the educational process. PBIS focuses on teaching children positive behaviors, creating learning moments for student growth, and holding students accountable for their actions and behaviors. Respect, responsibility, and safety are the school-wide expectations that all students are expected to follow.

Proactive Approach to Behavior

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop structures to accomplish the following:

1. Define and Teach Expectations: The school-wide behavioral expectations are defined and taught to all students using the same teaching methods applied to academic curricula.

- Modeling
- Coaching
- Morning Meeting
- Role Playing
- Mentoring
- Advisory

Atlantis Charter School Handbook

- Build intrinsic motivation
 - Continuous Practice
2. ***Acknowledge Appropriate Behaviors: On a regular basis, appropriate behaviors are acknowledged and rewarded.***
- Immediate praise and feedback to students
 - Awards Assemblies
 - Dolphin Dollars and Sea Stars
 - WAVE (Well Prepared, Always Safe, Values Respect, Eager to Learn) Awards
 - United Award
 - Weekly and Monthly Incentives
3. ***Use Logical Consequences and Restorative Action to Correct Behavioral Errors: When students violate behavioral expectations, teachers and administrators will use appropriate consequences and will teach them how to make amends for their mistakes.***
- Take a Break
 - Buddy Room
 - Loss of Privilege/Activity
 - Student-Teacher Reflection Time
 - Family Conference
 - Corrective Assignment
 - Peer Mediation
 - Written Apology/Apology of Action
 - Written Agreements
 - Behavior Management Plans
 - See Progression of Discipline for Tier 2 and 3 behaviors

Atlantis Charter School Handbook

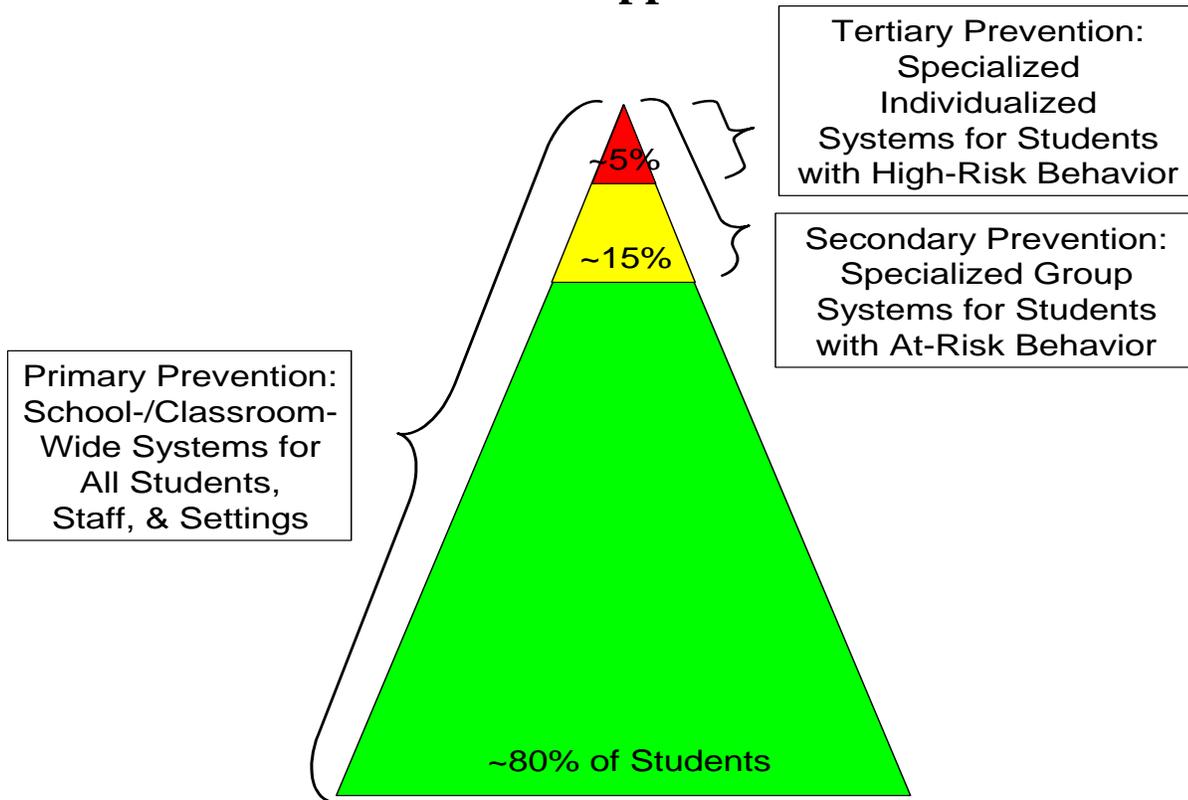
4. *Make Decisions about Behavioral Interventions Based Upon Data: Data will be analyzed, trends will be identified, and plans will be put into place to prevent behaviors from occurring.*

- Scorecards
- Monthly Discipline Reports
- Student Incident Reports (Tracking)
- Classroom Checklists

Atlantis Charter School follows the 3 Tiered Approach to School Wide Positive Behavior Supports; Primary Prevention, Secondary Prevention and Tertiary Prevention.

Primary Prevention	<ul style="list-style-type: none"> • Universal Interventions • School-/Classroom-Wide Systems for All Students, Staff and Settings • Teach Behavioral Expectations • Developmental Guidance Programs
Secondary Prevention	<ul style="list-style-type: none"> • Targeted Intervention • Specialized Group of Supports for Students with At-Risk Behaviors • Social Skills/Skill-Based Instruction Programs • Behavior Management Plans • Check-in/Check-out Systems
Tertiary Prevention	<ul style="list-style-type: none"> • Intensive Interventions • Specialized, Individualized Systems for Students with High-Risk Behaviors • Wraparound Services • Intensive Case Management/Progress Monitoring • Outside Counseling Referral • Crisis Intervention Plan

Continuum of School-Wide Instructional and Positive Behavior Supports



**The Three-Tiered Model for Prevention and Intervention links behavior and academic supports. Note; many times there needs to be an overlap of intervention within the academic and behavioral realms to best support all students.

ACS SCHOOL-WIDE EXPECTATIONS

RESPECT

Students will:

- Respect each other, and all property to ensure a positive and safe learning environment.
- Display appropriate behavior according to the ACS Handbook at all times.
- Cooperate with all school personnel.
- Use respectful, appropriate language.
- Consume food and drink in designated areas only.
- Place all trash and discarded materials in trash cans throughout the day.
- Move quietly through the building to avoid being a distraction to classrooms.
- Display appropriate behaviors that will ensure the educational process for all students.
- Respect school property.
- Adhere to ACS values at all times.

RESPONSIBILITY

Students will:

- Wear proper and acceptable attire to school (please see school uniform policy)
- Arrive to school and to every class on time and be ready to work.
- Take proper care of textbooks, materials, and equipment.
- Remain on school property during school hours.
- Return all school forms in a timely manner.
- Advise the school office, guidance, and nurse regarding changes of address, phone number, and emergency information on a consistent basis.
- Keep backpacks in lockers.
- Follow grade level cell phone/electronic devices policy.
- Dare to be great and powerful, beyond measure.

SAFETY

Students will:

- Conduct themselves in a manner that allows the teacher to teach, and all students to learn.
- Exit the building promptly at the end of the school day. Students involved in after school activities must report to the activity by the designated time and remain under direct supervision of the staff while in the building.
- Remain in designated areas for after school activities until released by staff.
- Follow arrival/dismissal procedures.
- Conduct themselves in an appropriate manner during all school-sponsored off-site events.
- Utilize class materials to ensure the safety of self and others.
- Remember the personal space of yourself and others.
- Take care of classrooms and school, inside and out.
- Demonstrate self-control.

DISCIPLINE OVERVIEW AND GUIDELINES

Philosophy of Discipline

Atlantis Charter School strives to make the school a safe, peaceful, secure and orderly environment in which to learn. Every student has the responsibility to respect one another’s person, property, space and opinion. Self-development, self-expression and self-discipline are major themes expressed in the Atlantis Charter School core values. The philosophy of discipline is, therefore, based on the same principles. The attainment of this goal requires the full cooperation of the administration, the faculty, the student body and the parents.

Code of Conduct

The Atlantis Charter School Discipline System is designed to promote a safe and orderly environment for learning to take place. Any member of the faculty observing a student committing an act contrary to good order will take action and follow the ACS progression of discipline. Administration has the authority to suspend a student either externally or internally, for disciplinary reasons.

Discipline Procedure

School officials have the authority to handle all disruptive behavior in a developmentally appropriate manner. If a student does not accept his/her responsibilities to respect the rights of others in our school community and commits an infraction of the discipline code, he or she will be assigned with consequences as listed below. School officials reserve the right to contact the appropriate authorities when deemed necessary. It should be noted that it is impossible to list all infractions; therefore the administration retains the right to impose consequences for all acts contrary to proper behavior not expressly stated within.

Possible Range of Disciplinary Interventions

1. Verbal Warning
2. Parent Contact
3. Student Incident Report (SIR)
4. Teacher Turn-around/Detention
5. Administrative Turn-around/Detention
6. Social probation, i.e. loss of privileges for school activities
7. In-School Suspension
8. Out-of-School Suspension
9. Court referral
10. Expulsion

DISCIPLINARY GUIDELINES

The following guidelines apply for grades K-12. These guidelines also apply to in-school and extra-curricular activities, field trips, and home and away athletic events. As noted above, these are general guidelines. The length of disciplinary action can be adjusted based upon the discretion of the school administration.

OFFENSE	DESCRIPTION	RECOMMENDED ADMINISTRATIVE ACTION
Accidental Damage	Unintentional damage to school property.	Restitution will be required. Other consequences may be imposed if damage was caused by reckless or otherwise unacceptable behavior.
Abusive Language Profanity/ Obscenities	Directed to an individual to bring ridicule or any comment from a student that the teacher finds disruptive or inappropriate.	Consequences can range from detention/turn around session(s) to suspension from school. Parental contact.
Alcohol-Possession or use of alcohol	Where any such activity has the reasonable likelihood or threatening the health, safety, or welfare of school	Up to ten (10) days suspension from school. Potential for expulsion. Possible referral to police.

Atlantis Charter School Handbook

	property, individuals, thereon, and/or the educational process	
Arson	A student sets fire to any part of the school building or grounds.	Up to ten (10) days suspension from school. Potential for expulsion. Referral to police.
Assault (and Battery)	An unlawful threat or attempt to do bodily injury to another. The act or an instance of unlawfully threatening or attempting to injure another. (assault). And/or a willful hitting of a person by another with intent to do harm with any instrument, article or substance, or any portion of the body. (battery)	Up to ten (10) days suspension with possible referral to police.
Assault on Staff Member	Physical contact with the intent to harm or cause bodily injury to a staff member.	Up to ten (10) days suspension from school. Potential for expulsion. Possible referral to police.
Bullying/ Cyberbullying	Any overt acts by a student or a group of student directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds, at a school sponsored activity, or over social media which impacts the school environment and is repeated against student(s) over time.	First Offense: up to five (5) days suspension (in-school or out- of school) from school. Possible referral to the police Second Offense: Up to ten (10) days suspension from school. Referral to police. Third Offense: Consideration for long term suspension from school. Referral to police.
Cheating/ Plagiarism	Student copying another student’s work or using cheat sheets or an electronic device to get answers.	Grade of zero (0). Consequences can range from detention/turn around session(s) to suspension from school. Parental contact.
Cutting Class	Student is absent from any class without authorization from a staff member.	First Offense: One (1) Administrative Detention/Turn Around Session. A grade of ‘0’ on all assignments/assessments. No makeup work allowed. Subsequent Offenses: Additional detention/turn around session(s) and possible in-school or out-of-school suspension(s).
Detention: Cutting Administrator’s Office Detention	Failing to attend detention as assigned by administrator.	First Offense: Two (2) administrative detentions/turn around sessions. Second Offense: Student assigned one (1) day of in-school suspension. Subsequent Offenses: Student assigned up to three (3) days suspension (in-school or out-of-school).

Atlantis Charter School Handbook

Disruptive Behavior: Out of control/removal from class	Student not responsive to repeated teacher redirection. Student acting in a manner that is detrimental to class.	Administrative detention/turn around session(s). Possible suspension.
Dress Code Violation	Student exhibits repeated disregard for the ACS dress code, by wearing unprofessional and/or inappropriate clothing and does not adhere to the ACS Uniform Policy on Dress Down Days.	Parent contacted to bring in appropriate clothing. Consequences can range from loss of privileges to detention/turn around session(s) and suspension(s).
Drugs: Possession or Use of Drugs	Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals, thereon, and/or the educational process.	Up to ten (10) day Suspension from school. Potential for expulsion. Possible referral to the police.
Electronic Devices— Inappropriate Use	Use or possession of a cellular phone, head phones, or electronic device without specific medical or other authorized permission is prohibited during the school day for Grades K-8. Grade 9-12 students should review separate Cell Phone policy for this Grade span. Violation of ACS electronics Device Policy.	First Offense: Staff/Administrator will confiscate devices to be returned to the student at the end of that school day. An administrative detention/turn around session will be given. Subsequent Offenses: Parents will be contacted to pick up the electronic device. Up to three (3) Administrative Detention/Turn Around Session(s) assigned. Note: Grade 9-12 consequences are as defined in the separate Cell Phone policy.
False Alarm or False 911 call	Student sets off the fire alarm system or makes a 911 call without probable cause or collaborates with other student(s) in setting a false alarm.	Up to five (5) days suspension (in-school or out-of-school) from school. Possible referral to the police
Fighting	Escalation of a verbal encounter that results in aggressive physical contact with the intent to do bodily harm.	First Offense: Up to three (3) days suspension from school. Possible referral to the police Second Offense: Up to five (5) days suspension from school. Possible referral to the police Subsequent Offenses: Up to ten (10) days suspension from school. Potential for expulsion. Possible referral to police and/or courts.
Fireworks – Possession, Use, or Distribution of Fireworks or Explosives	Students may not have in their possession any types of explosives including fireworks. Students will not sell explosives or fireworks to other students.	First Offense: A student in possession of fireworks or explosives will receive up to five (5) days suspension from school. Referral to police. Second Offense: A student selling fireworks/explosives will receive a minimum of five (5) days suspension, potential for expulsion. Referral to police.

Atlantis Charter School Handbook

<p>Forgery, Alteration or Misuse of Official School Documents or Parental Communication Forgery</p>	<p>The falsification of written information, the changing of information or use of such documents beyond defined purpose of documents would include but not be limited to: Building passes, parental notes for early dismissal, parental notes for tardiness or absence, academic documents, and discipline forms.</p>	<p>First Offense: Administrative detention/turn around session Second Offense: One (1) day in-school suspension. Third and Subsequent Offenses: Up to three (3) days suspension (in-school or out –of-school).</p>
<p>Hazing</p>	<p>“Hazing” shall mean any conduct or method of initiation into any student organization, whether public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.</p>	<p>Up to ten (10) days suspension from school. Potential for expulsion. Possible referral to police and/or courts.</p>
<p>Hitting/Pushing/ Kicking/Biting</p>	<p>Knowingly hitting, pushing, kicking, or hitting another person.</p>	<p>First Offense: Administrative detention/turn around session. Up to one (1) day suspension (in-school or out-of-school). Second Offense: Up to three (3) days in-school or out-of-school suspension. Third and Subsequent Offenses: Up to five (5) days suspension (in-school or out –of-school).</p>
<p>Inciting/ Attempting to Incite Other Students to Create Disturbance</p>	<p>Encouraging other students to participate in unacceptable behavior either through verbal comments or physical actions (e.g. group fighting, throwing food, or yelling loudly to encourage others).</p>	<p>Consequences will be based on frequency and severity. Out-of-school suspension of up to ten (10) days. Consideration of long term suspension from school. Possible referral to police.</p>
<p>Internet Usage Violation</p>	<p>Student not complying with ACS Acceptable Use Policy.</p>	<p>Removal from opportunities to access computers. Consequences can range from an Administrative Detention/Turn Around Session up to five (5) days Out-of-School suspension.</p>
<p>Leaving School Property Without Permission Prior to Dismissal</p>	<p>Students may not exit school grounds prior to their authorized dismissal time without permission from an administrator, school nurse, or an approved note from a parent.</p>	<p>Administrative detention/turn around sessions(s), or up to three (3) days in-school suspension, depending on circumstances.</p>

Atlantis Charter School Handbook

Racial/Ethnic Slurs	Comments directed at an individual or group of individuals that can be considered offensive or inappropriate to a person’s race, heritage or ethnic background.	Consequences can range from administrative detention/turn around session(s) to in-school or out-of-school suspension(s).
Smoking/Chewing Tobacco/“Vaping”/Electronic cigarettes	Student smoking, using or possessing chewing tobacco or other tobacco products inside the school building, on school grounds, on a school bus, or at a school sponsored activity at any time.	First Offense: Up to three (3) days out-of-school suspension. Second Offense: Up to five (5) days out-of-school suspension. Third and Subsequent Offenses: Up to five (5) days out –of-school suspension. Possible referral for expulsion.
Theft, Petty Theft, or Violation of Personal Property	Theft of any material owned by another student, staff member, or the school system or looking through someone’s personal belongings.	Up to three (3) days suspension. Possible referral to police. Potential for expulsion.
Threatening Staff or Student(s)	Written or verbal expression of intent to harm or otherwise cause injury to another person or his/her possessions.	Up to three (3) days suspension. Possible referral to police. Potential for expulsion.
Vandalism	Intentionally damaging, in any way, property belonging to the school system and/or others during school hours, e.g. field trips, gym classes, recess.	Up to ten (10) days suspension from school. Possible police referral. Restitution will be required.
Weapons—Use of/Possession of	Student using or possessing any instrument, article or substance, or facsimile of, which is capable of causing death or bodily injury.	Up to ten (10) days out-of-school suspension. Possible referral to police. Potential for expulsion.

STUDENT CONDUCT

MASSACHUSETTS GENERAL LAWS, CH. 71, S. 37H:

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

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of his/her appeal. The student has the right to counsel at a hearing before the Executive Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated provisions of this section.

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

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

MASSACHUSETTS GENERAL LAWS, CH. 71, S. 37H½:

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal Notwithstanding the provisions of Section eighty-four and Sections sixteen and seventeen of Chapter seventy-six:

(a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal or Headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal or Headmaster if said Principal or Headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reason 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 Executive Director.

Atlantis Charter School Handbook

The student shall have the right to appeal the suspension to the Executive Director. The student shall notify the Executive Director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Executive Director 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 Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Executive Director. The student shall notify the Executive Director, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Executive Director 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 Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

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

MASSACHUSETTS GENERAL LAWS, CH. 71, S. 37H^{3/4}: *Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H^{1/2}*

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H^{1/2}.

(b) Any Principal, Headmaster, Executive Director or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequences until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the Principal or Headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the Principal or Headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The Principal or Headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the Principal or Headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a Principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the Principal or Headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been

Atlantis Charter School Handbook

suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The Principal or Headmaster, or a designee, shall notify the Executive Director in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reason for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the Executive Director. The student or a parent or guardian of the student shall notify the Executive Director in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The Executive Director, or a designee, shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the Executive Director, or a designee, may proceed with a hearing without a parent or guardian of the student if the Executive Director, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The Executive shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district from a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

STUDENT DISCIPLINE AND DUE PROCESS RIGHTS:

Consistent with the Massachusetts student discipline law (Chapter 222 of the Acts of 2012) and the student discipline regulations (603 CMR 53.00), Atlantis Charter School's student discipline policy includes specific procedures related to student suspensions and expulsions and is designed to provide students who are suspended or expelled the opportunity to make academic progress. Our goals are:

- (a) To keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices;
- (b) To promote engagement of a student and a student's parent or guardian in discussion of the student's misconduct, and the options for responding to it;
- (c) To assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and
- (d) To limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate.

1. Due Process

Except in cases of emergency or when the student's continued presence poses a danger to person or property, the Principal may not impose a suspension without first providing the student and the parent or guardian oral and written notice of the offense, the basis for the charge and the potential consequences, and providing the student an opportunity for a hearing on the alleged offense and the parent or guardian an opportunity to participate in the hearing. The Principal shall make reasonable efforts to notify the parent or guardian orally of the opportunity to attend the hearing. A hearing may be conducted without the parent or guardian present if, after reasonable, good faith efforts to include the parent or guardian, the Principal is unable to secure their participation. This section does not apply to the suspension of a student for: (a) possession of a dangerous weapon; (b) possession of a

Atlantis Charter School Handbook

controlled substance; (c) assault on a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Principal determines that the student's continued presence in school would have a detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

Principal's Hearing

The Principal shall determine the extent of the rights afforded to a student at a disciplinary hearing based on the anticipated consequences for the offense. Students facing a long-term suspension will be afforded greater minimum rights than students facing a short term suspension. For additional information refer to 603 CMR 53.08.

- a. **Short-term Suspension**: At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts that the Principal should consider in determining whether other remedies or consequences (other than suspension) may be sufficient and appropriate. If present, the parent or guardian shall be provided an opportunity to discuss the student's conduct and other information, including mitigating circumstances that the Principal should consider in determining consequences for the student.

Following the hearing, the Principal shall notify the student and parent or guardian of the determination, the reasons for the determination, and length of any suspension being imposed. The determination shall be in writing. Students shall be provided with the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

603 CMR 53.10: In-School Suspension under M.G.L. c. 71, § 37H¾

(1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

(3) The principal shall 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 determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

(4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal 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 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 orally informing the parent of the in-school suspension.

(5) The principal 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 for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal 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 other method of delivery agreed to by the principal and the parent.

Atlantis Charter School Handbook

- b. **Long-term Suspension:** At a minimum, a student facing a long-term suspension shall be afforded all of the rights afforded a student in a short-term suspension hearing. In addition, a student facing a long-term suspension shall have the following additional rights:
- (i) In advance of hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making his/her determination;
 - (ii) The right to be represented by counsel or a lay person at the student's choice and at the student's/parent's or guardian's expense;
 - (iii) The right to produce witnesses on his or her behalf;
 - (iv) The right to cross examine witnesses presented by the school district; and
 - (v) The right to request that the hearing be recorded. The Principal's determination shall be in writing and sent to the student and parent or guardian. If the Principal decides to suspend the student, the written determination shall:
 - (vi) Identify the offense, the date on which the hearing took place and the participants at the hearing;
 - (vii) Set out the key facts and conclusions reached by the Principal;
 - (viii) Identify the length and effective date of suspension;
 - (ix) Include notice of the student's opportunity to receive education services to make academic progress during the suspension;
 - (x) Inform the student of the right to appeal the decision to the Executive Director (or designee). Appeal to the Executive Director is only provided in those cases where the Principal has imposed a long-term suspension. In every case of misconduct for which suspension may be imposed, the Principal shall exercise discretion in deciding the consequence for the offense.

Executive Director's Hearing

A student placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Executive Director. The appeal must be filed within five (5) calendar days of the effective date of the long-term suspension. The Executive Director shall hold the hearing within three (3) school days of the student's request, unless the student or parent or guardian request an extension of up to seven (7) additional calendar days, in which case the Executive Director shall grant the extension. A good faith effort will be made to include the parent or guardian in the hearing.

The Executive Director shall send written notice to the parent or guardian of the date, time, and location of the hearing. The Executive Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parents or guardian upon request. The student shall have all of the rights afforded at the Principal's hearing for long-term suspension. The Executive Director shall issue a written decision within five (5) calendar days of the hearing. While the Executive Director may modify the Principal's decision to reduce the suspension or consequence imposed on the student, under no circumstances may the Executive Director impose a suspension which is greater than that imposed by the Principal's decision. The decision of the Executive Director shall be the final decision of the school district.

Emergency Removal

Nothing in these rules and regulations shall prevent the Principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially alters and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Executive Director in writing of the 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 shall:

- (xi) Make immediate and reasonable efforts to notify the student and the student's parent or guardian of the emergency removal, the reason(s) for the removal and other matters set forth in 603 CMR 53.06(2);
- (xii) Provide written notice to the student and parent or guardian pursuant to 603 CMR 53.06(2);

Atlantis Charter School Handbook

(xiii) Provide the student with an opportunity for a hearing and the parent or guardian an opportunity to attend the hearing, before the expiration of two (2) school days, unless an extension of time for the hearing is agreed to by the Principal, student and parent or guardian and

(xiv) A decision must be rendered (orally) on the same day as the hearing, and in writing no later than the following school day. A student may not be removed from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Expulsion

Although suspension is limited to no more than 90 school days in a school year under M.G.L. c. 71 s. 37H³/₄, Principals continue to have discretion under M.G.L. c. 71, sections 37H and 37H¹/₂ to impose a longer suspension or expulsion on a student for one of the statutory offenses, such as possession of a dangerous weapon or a controlled substance on school grounds, or assault on school staff.

The student shall receive written notification of the charges and the reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his or her 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 Executive Director.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for Special Education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("the IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for Special Education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including, but not limited to, a review by the IEP Team of the relationship between the student's disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student's disability, the student's Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his/her educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the student's disability, then the student may be removed from his/her educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive appropriate educational services set out in the student's IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

When appropriate, the Principal, or designee, may seek an order from the Department of Education, Bureau of Special Education Appeals (BSEA) placing a student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. An interim alternative educational setting is a program identified by the team that allows a child access to the general curriculum, provides IEP services, and addresses the behavior involved in the incident.

The Principal, or designee, may unilaterally order a change in educational placement of a child with a disability to an appropriate interim alternative educational setting for up to forty-five school days if the student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function; or
- Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event; or
- Sells or solicits the sale of a controlled substance while at school, a school function, or school sponsored event.

Atlantis Charter School Handbook

For a copy of the Massachusetts Department of Education brochure on Special Education Parents' Rights, available in many languages, visit www.doe.mass.edu/sped/parents or can be requested from the Director of Student Services/Director of Special Education at (508) 324-3100.

Discipline of Students Not Yet Eligible for Special Education:

A child who has not been determined to be eligible for Special Education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for Special Education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

- The parent/guardian of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of 43 the student that the student is in need of Special Education and related services; or
- The parent/guardian requested an evaluation of the student; or
- District staff expressed, directly to the Special Education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused Special Education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility.

If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

Discipline of Students on 504 Plans:

School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students. Please contact the Student Services Coordinator/Principal of the High School.

For the purpose of Atlantis Charter School and following Massachusetts General Law, "Principal" refers to Site Leader or District Leader and "Superintendent" refers to Executive Director.

PERMANENT WITHDRAWAL

Pursuant to M.G.L. c. 76, § 18, No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student 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 superintendent, or a designee, and the student and the parent or guardian of the student 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 time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The Executive Director, or a designee, may proceed with any such interview without a parent or guardian if the Executive Director, or a 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. M.G.L. c. 76, § 18

AGE OF MAJORITY

Any student reaching the age of 18 has age of majority status. Age of majority allows the student to be recognized by the school as an adult so that he/she may be accorded the privileges of an adult signing attendance records to include dismissal notes, requesting records, and/or other similar type activities. However, the student must have any dismissals, tardies, and absences approved by administration. A student with age of majority must call himself/herself out sick between the hours of 6:00 and 8:30. In the event that the secretary is not available to take the call, the student should leave a detailed message stating his/her name, the date, and a valid reason for the absence. As stated, students will have one day for each absence not exceeding five days to make up any missed work. Work not completed within the allotted time frame will result in a zero. Any student missing 5 consecutive scheduled school days will be required to obtain documentation from a physician before returning to school. Students will not be penalized for excused absences.

The administration will, however, take corrective measures if the age of majority student is using this status to abuse the rules and regulations of the school, including requiring the parent/custodian to sign any needed consent forms. Age of majority status may be revoked if the student abuses this right. The school reserves the right to inform parent/guardian of the use of age of majority by the students for each tardy, dismissal, absence or any other school related activity. The school also reserves the right to contact parent/guardian regarding academic and behavioral issues. Students with age of majority are required to abide by all ACS policies and procedures.

BULLY PREVENTION AND INTERVENTION PLAN

I. Leadership

Atlantis Charter School (“ACS”) implements a Bullying Prevention and Intervention Plan that promotes a positive school climate through in-school, out-of-school and community-wide efforts. ACS has a primary role in teaching students to be civil to one another and promoting an understanding of and respect for diversity and difference. ACS is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying and to continually involve representatives from the greater school and local communities in developing and implementing the Atlantis Charter School Bullying Prevention and Intervention Plan.

II. Priority Statements

Atlantis Charter School complies with all current anti-bullying legislation (as required by M.G.L. c. 71, § 37O). The Bullying Prevention and Intervention Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

Atlantis Charter School’s Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying (including cyber bullying), and to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying and retaliation. The building Site Leaders and the Dean of Students is responsible for the implementation and oversight of the plan.

ACS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. ACS will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. ACS will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

ACS understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of

Atlantis Charter School Handbook

bullying, harassment, or teasing. ACS will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

ACS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

ACS is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

III. Definition of Bullying

Atlantis Charter School recognizes the following definition of bullying set forth by Chapter 92 of the Massachusetts General Laws Acts of 2010:

[T]he repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

For the purposes of this section, bullying shall include "cyber-bullying." Cyber-bullying, bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person or**
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.**

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Please see **APPENDIX A** for a more complete and detailed list of definitions pertaining to bullying and retaliation.

IV. ACS Procedure for Reporting Suspected Bullying Harassment or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing (**Please see APPENDIX B**). When a witness becomes aware of bullying, harassment, or retaliation, he or she is required to report immediately to the Site Leader or designee the details of the incident witnessed. Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, which will be available in the schools' main offices, Dean of Students office, and in each Site Leaders office,

Atlantis Charter School Handbook

the school's main telephone lines and voicemail, and Bullying Prevention and Intervention Team member emails (found on the school's web site).

The requirement to report to the Site Leader or designee does not limit the authority of a staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

If the Site Leader is not available, you may contact any member of the Bullying Prevention and Intervention Team (BPIT):

Bullying Prevention Intervention Team Members

District Leader
Site Leaders
Dean of Students
Student Adjustment Counselor

BPIT members will meet to determine the appropriate action. A full investigation report will be documented through interviews with all students involved including the suspected target and/or aggressor. Not all team members need to be present before a decision is reached.

Confidentiality is an absolute priority. ACS requires that all parties involved in an investigation remember the following important points:

- This information is highly confidential.
- No discussion about the child should take place with anyone else other than the BPIT Members and in a secure location.

Please refer to **APPENDIX B** to view the ACS bullying incident report form and follow up procedure. (The incident report form will be available on the ACS website, in the main offices, and in the student adjustment counselor offices.)

A. Responding to a report of bullying or retaliation: Procedure for Atlantis Charter School staff members once a report is made:

1.) Responding to the report

After the Site Leader has determined a formal investigation will be conducted, they will promptly forward the report to the Dean of Students. Before fully investigating an allegation of bullying or retaliation, the Dean of Students or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include (but are not limited to) creating a personal safety plan (within 24 hours, but typically before the end of the day); pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Dean of Students or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

2.) Obligations to Notify Others

- a. Notice to parents or guardians. Prior to conducting interviews, the Dean of Students or designee will promptly notify the parents or guardians of the target. The aggressor's parents or guardians are promptly notified after he/she has been interviewed. There may be circumstances in which the Dean of Students or designee contacts the aggressor's parents or guardians prior to an investigation. Notice will be consistent with state regulation 603 CMR 49.00.
- b. Notice to another school or district. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Dean of Students or designee first informed of the incident will promptly

Atlantis Charter School Handbook

notify by telephone the District Leader or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, including 603 CMR 49.00.

3.) Investigation

The Dean of Students or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation, the Dean of Students or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Dean of Students or designee will remind the alleged aggressor, target, and witness(es) that retaliation is strictly prohibited and will result in disciplinary action.

If there is clear and sufficient evidence of physical assault, the school will address the student committing the violation in accordance with its practice regarding physical altercations, including, but not limited to, suspending the student. Once a final determination is made regarding a physical assault, a student may serve additional suspensions based on the outcome of the Determination Hearing.

Parents/guardians are assured that staff will proceed with a fair and equitable process. In order to accomplish this, students will have an opportunity to have their statements and/or complaints heard by the Dean of Students or designee who has been trained in this process. Students will also be asked to put their statements in writing.

The Dean of Students or designee assigned by the Site Leader will interview the students involved.

- a. The Dean of Students interviews individuals involved in an effort to document statements, gather information, and report findings to the Bullying Prevention Intervention Team. Students meet individually with the Dean of Students.
- b. The BPIT reviews the documents from the Dean of Students or designee investigating the report.
- c. A determination is then made.

B. Determinations

Upon a determination by the BPIT, the Dean of Students or designee will notify parents or guardians to review the findings and recommendations. Each student's confidentiality will be of paramount concern. Documentation is maintained in the student's discipline file and monitored. Due to confidentiality and potential sensitive student information, the investigative report will not be released unless court ordered.

The BPIT will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the BPIT will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The BPIT will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the BPIT may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Dean of Students or designee will promptly notify the parents or guardians of the target and the aggressor about any actions being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Dean of Students or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Atlantis Charter School Handbook

1.) Disciplinary Actions

If the BPIT decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the BPIT, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this plan and with the ACS code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which will be read in cooperation with state laws regarding student discipline. Please see APPENDIX E

If the BPIT determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

A range of possible disciplinary actions may be taken against an aggressor for bullying or retaliation OR someone who knowingly makes a false accusation of bullying or retaliation, including, but not limited to:

- An in-school or out-of-school suspension
- An apology of action
- Community work related to the action
- Research paper related to the action to be presented on the topic to increase awareness
- Detention
- Suspension
- Social contract
- Mediation
- Referral to local law enforcement
- Behavior management plan and monitoring

2.) Promoting Safety for the Target and Others

The BPIT will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the BPIT may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Dean of Students or designee will follow up with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, Dean of Students or designee will work with appropriate school staff to implement them immediately. Dean of Students will also follow up with the aggressor to review any expectations moving forward.

3.) Reporting by Students, Parents or Guardians, and Others

ACS expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Site Leader or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. It should also be noted that anonymous reports may hinder the school's ability to obtain the information needed to appropriately investigate the concern. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the Site Leader or designee.

4.) Notice to Law Enforcement.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the BPIT has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Dean of Students or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident

Atlantis Charter School Handbook

occurs on school grounds and involves a former student under the age of 21, the Site Leader or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Site Leader will, consistent with this plan and with applicable school or district policies and procedures, consult with the Dean of Students, if any, and other individuals the Site Leader or designee deems appropriate.

5.) Notice to Parents or Guardians

At the beginning of each school year, ACS will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Site Leader, Dean of Students, or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about this plan that is made available to parents or guardians.

6.) Legal Counsel

If necessary, the Site Leader, Dean of Students, or designee will consult with legal counsel about an investigation.

V. Professional Development

As required by M.G.L. c. 71, § 37O, the content of Atlantis Charter School's professional development will be informed by research and will include the following:

In August, before each school year begins, Atlantis Charter School conducts annual training for all school staff (teachers, paraprofessionals, support staff, custodians, administrative staff, school nurses, counselors, athletic coaches, etc.). Each year, this will include training on the Bullying Prevention and Intervention Plan that consists of:

- A review of staff responsibilities;
- A step by step overview of the process that the Site Leaders and the BPIT will follow upon receipt of a report of bullying or retaliation;
- An overview of the bullying prevention curricula to be offered at all grades throughout the district.
- A hardcopy of the full Bullying Prevention and Intervention Plan

Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing district-wide professional development includes but is not limited to:

1. **Positive Behavioral Intervention Strategy.** Positive behavioral intervention strategies; applying constructive disciplinary practices; engaging students in school or classroom planning and decision-making and communicating with families constructively; which includes responsive classroom and developmental designs to prevent bullying by focusing on fostering an understanding of and respect for diversity and difference; building relationships and managing classroom behaviors.
2. **Ongoing staff needs assessment.** The school will conduct ongoing needs assessments to gauge teacher and support staff professional development needs around preventing and responding to bullying.

VI. Access to Resources and Services

Although Atlantis Charter School is committed to bullying prevention, early intervention and building capacity to utilize the available supports such as those cited above, assertive steps are taken to understand the dynamics of bullying and provide approaches to address the needs of targets and aggressors.

Atlantis Charter School Handbook

Counseling and/or appropriate referral to services for aggressors, targets, and family members of those students assists in ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

A. Identifying Resources

1. Counseling and other sources

Student Adjustment Counselors are a critical part of our Bullying Prevention Intervention Team to ensure counseling support can focus on prevention and early intervention, including intensive services for families. When a report of bullying is made, a referral to counseling support services may be initiated from the Site Leader, Dean of Students, or designee for the student adjustment counselors to carry out.

Resources include appropriate referrals to:

- a. Clinicians, psychologists, therapists, or counselors in the area
- b. Community Service Agencies (CSAs) for Medicaid eligible students provides assistance with medical support; referral to pediatricians' offices or specialists in the area;
- c. In school counseling support (group or individual counseling on social skills to prevent or address bullying for both the target and aggressor);
- d. Family therapy;
- e. Psychological, emotional assessments and/or testing;
- f. Court interventions for truancy or parent support;
- g. Parent Partner Program –teachers work in the home with parents to provide behavioral and academic support;
- h. Peer Mentor Program – offers target and/or aggressor support with a peer mentor who is trained in the Bullying Prevention and Intervention Plan;
- i. Adult Mentor – offers target and/or aggressor support by providing weekly meetings with adult mentors to work on building strengths and positive relationships;
- j. Behavior Management Plans – development of plans to establish behavioral goals and a system of monitoring;
- k. In School Monitoring support – designs and develops a system of monitoring students through daily/weekly check-ins, support groups, behavior or safety plans.
- l. Anti-Bullying Student Contract;
- m. Other resources: *Bullying At School and Online* presented by education.com;

2. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

During the IEP Team meeting if a student is identified as being on the Autism spectrum or has reported being a target or aggressor, the team is notified by the student adjustment counselor or other appropriate staff member.

The team may choose to utilize the following resources in addition to those listed above:

- a. Mentor for Community Outreach Program - Students with transition goals can be referred to this program, which provides them with a mentor (teacher) who will work with the student towards their transition goals. Referrals to community based programs such as hospitals, tutoring experiences, animal shelters etc. engage the students in experiences designed to help them explore meaningful community services and positive self-worth.

Atlantis Charter School Handbook

- b. Social Skills Groups – Students are included in groups that teach social skills to students with pragmatic social language deficits, difficulty reading social cues or body language, or other social deficits that may cause them to become a target for bullying and harassment.
- c. Safety Plans – the IEP team will develop a safety plan for the student that will include both in and out of school plans to insure the student’s safety beyond the school day.
- d. Individually Focused Curricula – based on the students’ disability the IEP team will insure that any of the Second Step curricula or Responsive Classroom or Development Design is meeting the student’s individual level of needs.

B. Curricular and Instructional Resources

Atlantis Charter School provides age-appropriate instruction on bullying informed by the following programs and initiatives.

- a. Positive Behavioral and Intervention Supports (PBIS) - The main focus is to provide a clear system of behavioral supports at ACS. This system includes a broad range of systemic and individualized strategies for important school wide academic and behavioral outcomes to maintain a positive and safe environment for ALL ACS community members. Responsive classroom and developmental designs are also implemented to prevent bullying by focusing on fostering an understanding of and respect for diversity and difference; building relationships and managing classroom behaviors.
- b. Mentor Program- The Atlantis Charter School Mentoring program’s major goal is to pinpoint high-risk students and make them feel important by providing a safe harbor. The program is designed to increase the academic performance of marginal learners through affective means. The mentor will use encouragement to assist in building self-esteem and to help the marginal student set attainable short/long term goals. The mentor will monitor the mentee’s progress and provide continued support and motivation. The end result is that the student will see the connection between
- c. The Second Step Program focuses on strategies such as using scripts and role plays to develop skills, empowering students to take action by knowing what to do when they witness other students engaged—or are engaged themselves—in acts of bullying or retaliation. This program helps students understand the dynamics of bullying and cyber bullying, emphasizing cybersafety, including safe and appropriate use of electronic communication technologies.
- d. ISAFE Program: Sponsored by, The Bristol County Sheriff’s Department provides instruction and information to students on complex issues pertaining to Cyber Bullying and Internet Safety.
- e. CHOICES Program: Sponsored by, The Bristol County Sheriff’s Department presented by: Minimum security Inmates from the Bristol County House of Correction. Inmates share the consequences of their own bad decisions and the difficulties they face in jail, and upon their eventual release. The importance of education is emphasized as a major player in enabling young people to make good, healthy choices.
- f. SLAM Program: Sponsored by The Bristol County Sheriff’s Department presented by: Minimum security inmates at the Bristol County House of Corrections. Students learn about inmate living conditions and experience first-hand what it’s like being locked up in a jail cell. The tour wraps up with a presentation from inmates to discuss their own life of crime.
- g. Bullying Prevention Program Sponsored by The Bristol County Sheriff’s office. All parents and guardians are welcome to attend. This program is offered in the evening at a parent group meeting during the school year. Topics discussed are: internet safety, bullying, and cyber bullying.

The Atlantis Charter School strongly believes in the educational value of Internet resources. Our goal in providing this access is to support administration, enhance instruction and promote student learning. ACS has an Internet Acceptable Use Policy for Students, Faculty & Staff users. **Please refer to internet user policy above.**

VII. General Teaching Approaches, Academic and non-academic Activities that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Providing diversity training to all students through multiple instructional resources;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Atlantis Charter School Handbook

VIII. Planning and Oversight

Atlantis Charter School's Bullying Prevention Intervention Team (BPIT) includes, the Dean of Students, Student Adjustment Counselors, Site Leaders, and District Leader. The BPIT is responsible for:

- Review reports on bullying;
- Collect and analyze building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- Utilize a data sheet to record and track incident reports
- Access information related to targets and aggressors;
- Planning for the ongoing professional development that is required by the law;
- Plan supports that respond to the needs of targets and aggressors on an ongoing basis;
- Review curricula that the school or district will use;
- Develop new or revise current policies and protocols under the Plan, including an Internet safety policy,
- Designate key staff to be in charge of implementation of them;
- Amend student and staff handbooks and codes of conduct;
- Leading the parent or family engagement efforts and drafting parent information materials; and 1
- Review and update the Plan each year, or more frequently.

Atlantis Charter School's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying (including cyber bullying), and affords all students the same protection regardless of their status under the law, and will continue working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

GRIEVANCE PROCEDURE

Title IX of the Education Amendment of 1972 Title II of the Americans with Disabilities Act of 1990 Section 504 of the Rehabilitation Act of 1973

Any person believing that the Atlantis Charter School or any part of the school's organization has inadequately applied the principles and/or regulations of (1) Title IX of the Education Amendment Act of 1972, (2) Section 504 of the Rehabilitation Act of 1973, (3) Title II of the Americans with Disability Act of 1990, may bring forward a complaint, which has been referred to as a grievance, to the Atlantis Charter School Civil Rights Coordinator at the following address:

ACS Civil Rights Coordinator
Title IX, Section 504, and Title II
Atlantis Charter School
37 Park Street, Fall River, MA 02721

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the Atlantis Charter School Title IX, Section 504, and Title II Coordinator who shall in turn investigate the complaint and reply with an answer to the complainant. She/he may initiate formal procedures according to the following steps:

Step 1: A written statement of the grievance signed by the complainant shall be submitted to the Atlantis Charter School Title IX, Section 504, and Title II Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2: If the complainant wishes to appeal the decision of the local Atlantis Charter School Title IX, Section 504, and Title II Coordinator, she/he may submit a signed statement of appeal to the District Leader at Atlantis Charter School within five (5) business days after receipt of the Coordinator's response. The District Leader shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3: If the complainant remains unsatisfied, she/he may appeal through a signed written statement to the Executive Director and the Board of Trustees within five (5) business days of his/her receipt of the District Leader's response in step two. In an attempt to resolve the grievance, the Board of Trustees shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of the Board meeting during which the appeal was deliberated.

Step 4: If at this point the grievance has not been satisfactory settled, further appeal may be made to the US Department of Education, Office of Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

Atlantis Charter School ("District") does not discriminate against students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Additionally, Atlantis Charter School does not discriminate against the individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

PARENT/GUARDIAN GRIEVANCES

Atlantis faculty and administration encourages parents or guardians to freely communicate with the school about important matters. You may do so by bringing information, issues, or complaints forward within a reasonable time period so that they can be handled in an efficient and timely manner. Whenever possible, parents/guardians should communicate with the staff person most directly involved or responsible for the situation in question. If an understanding or resolution is not reached, the parent/guardian is encouraged to meet with the Site Leader of the appropriate grade level. If necessary, the Site Leader will schedule a meeting with the parties involved and gather information, including conducting interviews, in order to resolve the situation. If the action(s) taken by the Site Leader does not result in a clear resolution, the parent/guardian may contact the District Leader within five (5) business days of said resolution for further investigation.

Atlantis Charter School Handbook

Should the parent/guardian remain unsatisfied with the school's findings, the parent/guardian may submit a formal complaint in writing within ten (10) business days to the Executive Director and Board of Trustees.

LOCK-DOWN PROCEDURE

Lock down procedures are in place to ensure the safety of all students and staff in the event of an emergency or potential elevated situation in the community environment which is in proximity to the school building. Code Yellow and Code Red procedures will be practiced with all students throughout the course of the school year.

Code Yellow Lockdown

A Code Yellow Lockdown will be announced when:

- A threat or potential threat is **OUTSIDE** of the building

How to implement a Code Yellow Lockdown:

- Lock all exterior doors
- Security is increased at the main entrance of the building; visitors are screened
- Lock all interior doors; admit students/staff
- Classroom instruction and work continue
- Normal bell schedule; allow students to pass from class to class
- Site Emergency Team (SET) will clear halls and direct students/staff to classrooms and workspaces

Outside Procedures during a Code Yellow Lockdown:

- Scan the area; if it is safe to do so, get into the building
- If access to the building is compromised, seek nearest shelter

Code Red Lockdown

A Code Red Lockdown will be announced when:

- A threat is **INSIDE** of the building.

How to implement a Code Red Lockdown:

- Lock all exterior doors; no access allowed into the building
- Lock all interior doors
- **NO ONE** is allowed access into or out of classrooms/workspaces

If it is safe to do so:

- Site Emergency Team (SET) will clear halls and direct students/staff to a secure location
- Stay out of sight away from windows and doors
- Be silent, remain calm and wait for further direction

Outside Procedures during a Code Red Lockdown:

- Stay **OUTSIDE**; wait for directions to relocate
- If access to the building is compromised, seek nearest shelter

Code Green – All Clear

A Code Green – All Clear will be announced when:

- **The Building is safely Cleared. Wait for the All Clear – Code Green**
- Resume normal classroom instruction/work

ACCEPTABLE USE POLICY - INFORMATION TECHNOLOGY RESOURCES

Atlantis Charter School's Acceptable Use Policy becomes a legally binding contract when signed. We must have a parent/guardian signature before we can provide you and/or your child with independent network access. Network access will be granted for one academic year.

Introduction

The ATLANTIS CHARTER SCHOOL (ACS) strongly believes in the educational value of Internet resources. Our goal in providing this access is to support administration, enhance instruction and promote student learning.

Atlantis Charter School will provide access to various computerized information resources through the ACS District's computer network system consisting of software, hardware, networks, internet, other "online" services and electronic mail systems. It may include the opportunity to have independent access to the ACS network and/or electronic mail from their home and other remote locations.

User Responsibility

Student's take complete responsibility for using the ACS computer network correctly in accordance with the ACS Acceptable Use Policy (AUP). General school rules and staff policies for behavior and communications apply. Student's will report any prohibited and/or unauthorized material while accessing the internet and/or ACS computer network.

Unacceptable Use

Network and Internet access is a privilege and requires a high level of personal responsibility and may be denied and/or revoked or be the subject of student discipline if abused. Inappropriate use shall include but not be limited to:

- Use the ACS network illegally in ways that violate federal, state, or local laws or statutes.
- Share private information about self, other students, staff or school.
- Access, send or display offensive messages or pictures.
- Use obscene or inappropriate language.
- Harass, insult or attack others (Cyber Bullying).
- Damage or do anything that might damage computers, computer systems, computer networks, or data (for example, loading a file that may introduce a virus).
- Load or download any software on any district or ACS network computers.
- Post or distribute copyrighted material by violating copyright laws.
- Redistribute material gathered from the network without permission of the author.
- Use others' passwords or share my password or any other password.
- Attempt unauthorized access to computer systems, networks, or data.
- Buy, sell or advertise anything on the school network.
- Attempt to read, delete, copy or modify files of other system users.
- Circumvent security measures (hacking).
- Use chat rooms or instant messenger programs for non-academic use.
- Stream audio and/or video content without explicit instruction from a teacher.

Inappropriate uses of the network may be a violation of local, state and federal laws. Student's may be prosecuted for violating those laws.

Safety

Student's will adhere to the following safety rules:

- I will never give out my or anyone else's password, last name, address, telephone number, password, or school name to any online source.
- I will not respond to any messages that make me feel uncomfortable. I will show such messages to a teacher, librarian or network administrator.

Atlantis Charter School Handbook

- I will not meet people in person that I have met on-line without district/parent permission

Network Etiquette and Privacy

Students must understand that information accessed or stored on the network is NOT private. Network administrators or his/her designee has the right to access information stored in any user directory, hard drive, disk/flash memory, or electronic mail. Network management and monitoring software will be used for random access to individual accounts to review educational progress and for security purposes. Each computer keeps a history of programs and sites visited if that information is requested.

Privileges

The use of the network is a privilege, not a right. If it is not used correctly, students will lose access to the network. A teacher, librarian, technology support staff member, or administrator may request that network access be revoked, suspended or denied at any time. Violations of the AUP, any district policies or procedures, or any federal or state law may result in disciplinary action up to and including expulsion.

Services

The ATLANTIS CHARTER SCHOOL will not be responsible for any information that may be lost, damaged or unavailable due to technical, or other, difficulties. The district does not warrant that the functions and services performed by or the information or software contained in the educational technology resources will meet the system user's requirements or that the system will be uninterrupted or error-free, or that defects will be corrected. The district's system is provided on an "as is, as available" basis. ATLANTIS CHARTER SCHOOL assumes no responsibility for the accuracy of information obtained through the network.

Access to computers and sources throughout the world may provide potential exposure to material that is illegal, defamatory, inaccurate or offensive to some people. ATLANTIS CHARTER SCHOOL has taken steps to instruct faculty, staff and students on acceptable network use and proper network etiquette, as well as restricting access to inappropriate resources and information on the network, and monitoring student use of the network. However, on a global network it is impossible to completely control and monitor access to data. The primary responsibility for access will rest with the end user. We believe that the benefits from access to the Internet exceed the disadvantages. (Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using networked information sources.)

CELL PHONE/ELECTRONIC POLICY

Grades 9-12:

The Atlantis Charter High School recognizes and encourages the responsible use of technology.

Students may have silenced mobile devices on their person during school hours. The use of communication features on cellular devices during instructional time, or in a disruptive manner in the school atmosphere, is prohibited. Each teacher has the right to allow or limit the use of mobile devices (e.g. cell phones, laptops, tablets, iPods, and personal data assistants) during instructional time. Students may only use cell phones or other electronic devices in class if it is approved by the classroom teacher strictly for educational purposes. In addition, cell phones and personal audio devices may be used by students during lunch within the cafeteria. However, making or receiving verbal phone calls at any time throughout the day is prohibited. If a student needs to make a verbal phone call due to an emergency situation, students must seek approval from a school administrator.

Personal use of cell phones beyond these areas, including the restrooms is not allowed. Ear buds should not be used in the hallways or in the classroom, unless approved by the teacher and/or administrator. Talking and/or texting on a cell phone in the hallways creates a safety issue and is prohibited at all times. Students who utilize cell phones or other electronic devices in the halls, in classes without permission, or in a manner that is disruptive will be sanctioned. Photography and video cell phone use is not permitted at any time on school premises.

Atlantis Charter School Handbook

Taking photographs, audio or video recordings of other students or faculty members during the school day is prohibited; in Massachusetts audio recording another individual without their consent is a felony offense.

Progressive sanctions:

On a daily basis teachers/staff will:

1st offense: Give verbal Warning

2nd offense: Teacher/staff confiscates phone and returns it at the end of the period

Repeated behavior addressed by the teacher/staff will be addressed individually. If student fails to turn phone into teacher/staff member an office referral will be initiated and an administrator will confiscate the phone. The following steps will then be implemented:

1st offense: Staff/administrator will confiscate device, device will be returned to the student at the end of that school day. An administrative detention will be given.

2nd offense: Parents will be contacted to pick up the electronic device. Up to three administrative detentions.

Additional offenses: Repeated failure to abide by the cell phone policy will result in the students' complete loss of privilege in carrying their cell phone during school time. Student will then be required to turn in their electronic device to an administrator at the start of each school day. The device will be returned at the end of the day.

****Failure to turn over the electronic device to an administrator will result in additional disciplinary sanctions.**

Grades K-8:

Cell phones and other electronic devices are not permitted during school hours for grades K-8. Cell phones and other electronic devices are collected by the teacher during homeroom, secured, and returned to the student at the end of the day.

PERSONAL BELONGINGS AND ELECTRONIC DEVICES

Students should not bring large sums of money or valuable personal belongings to school. The school is not responsible should money or other personal belongings be stolen from lockers or classrooms, or articles of clothing taken that have been left in any area of the school. No book bags/backpacks or large hand bags are allowed in the classroom. However, small handheld purses, which do not disrupt instruction, are permitted in the classroom setting.

Any student who knowingly violates the ACS Cell Phone/Electronic Device Use Policy will have his/her cell phone or electronic device privileges revoked and his/her cell phone/electronic device confiscated and securely stored by the building administrator. On the first violation of this policy, the return of the device will take place at the end of that school day. On the second or subsequent violations, the parent or guardian will be informed of the violation and must arrange to meet with the building administrator for the device's return at the end of the school day.

In the event the policy infraction occurs on a Friday, and either ACS or the parent/guardian are unable to schedule a mutually agreed upon meeting prior to the end of that school day, the device will be securely stored by the building administrator until such time that a meeting can be scheduled.

A student's person, or personal belongings, may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

TEXTBOOKS AND OTHER SCHOOL PROPERTY

Atlantis Charter School Handbook

ACS takes pride in its academic resources, and buildings and grounds. We possess many textbooks, trade book literature, technical and electronic equipment. We must demonstrate pride and care in their use. Funds are not available to repair or replace equipment damaged by vandalism. Writing on or, in any way, destroying walls, bathrooms, ceilings, woodwork, furniture, windows, textbooks or any other school property will not be tolerated. Consequences for vandalism will follow the discipline policy. Atlantis reserves the right to contact law enforcement for vandalism.

The student's parents/guardians are financially responsible for the full cost of all repairs and/or replacement of damaged or destroyed school property.

FAMILY COMMUNITY RESOURCE CENTER

Parent, family, and community engagement is about building relationships with our families and our community that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents, their children, our school, and the community.

The Atlantis Family and Community Resource Center (FCRC) framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children, families and the community. When parent, family, and community engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

The FCRC framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how Atlantis can work together as a whole—across systems and service areas—to promote parent family, and community engagement and children's learning and development.

Kids Cove

The Atlantis Charter School Kids' Cove Program is a before and after school childcare program for grades K-8 that provides a number of educational and enrichment activities for your children. This program also follows/enforces the school's PBIS expectations. PBIS issues are governed, facilitated and managed by the Kids Cove Administration.

Breakfast is available every morning from 7:30 AM to 7:45 AM \$1.60 (paid) and \$.30 (reduced). If your child receives free or reduced lunch, he/she is entitled to free or reduced breakfast as well.

Available Sessions		Lower Site	Upper Site	Cost per Child	
Morning Session:		6:30-7:45 AM	6:45-8:00 AM	\$5/day	\$25/week
Afternoon Session:		3:15 - 5:30 PM	3:30-5:45 PM	\$10/day	\$50/week
Both Sessions:				\$15/day	\$75/week

AFTER-SCHOOL ACTIVITIES

1. Students will be reminded regularly that they must leave the premises each day at the official dismissal time unless they have an appointment with a teacher or are engaged in an extra-curricular activity.
2. Advisors and coaches are responsible for those students involved in their specific activity. They are required to supervise their team members at all times. Students have a responsibility to follow all imposed after-school rules. Students will be held responsible for any school property damage that results in failing to abide by school rules including failure to be at designated supervised locations.
3. All afterschool activities and approved rentals will be restricted to the area of the building designated for the activity.

Atlantis Charter School Handbook

4. In cases of damage, school administration will submit all charges to the offending party in order to recoup cost(s) incurred by Atlantis Charter School to repair said damages.

CAFETERIA-LUNCH PERIOD

Each student has a daily lunch period. Students are escorted and monitored by school staff to the cafeteria at their assigned lunch periods. Students are to enter the cafeteria in an orderly manner and are expected to stay in their assigned seats during this time. Students may not leave the cafeteria without permission of the teacher or staff member, and all food/drink must remain in the cafeteria. Students are responsible to discard any waste in the appropriate receptacles upon completion of lunch.

FREE/REDUCED LUNCH

According to the policy set forth by the U.S. Government, students whose family income falls between certain established guidelines may qualify for free or reduced price lunch providing they complete an application. These guidelines change from year to year and will be processed as soon as they are received. In addition, Atlantis Charter School directly certifies students that are eligible for free and reduced lunch for the duration of the school year. The direct certification process is completed a minimum of three times a year.

Payment for meals is expected at the time of purchase. Atlantis Charter School uses an automated system - NutriKids, a technology that allows us to provide individual debit accounts for food purchases. This system also eliminates the overt identification of students who receive free or reduced meal benefits.

Families may pre-fund these debit accounts at any time through cash, check or MySchoolBucks- an online payment system. Over-spent accounts of \$15 or more will be notified on a weekly basis.

We reserve the right to offer an alternative meal - a cheese sandwich, fruit, vegetable and a milk which will be charged at the standard rate to any student who owes \$15 or more until the deficit is cleared.

The outstanding balance can be paid using cash, a check – made payable to Atlantis Charter School or the online payment system available at “MySchoolBucks.com”. A payment plan can be arranged by calling Brenda Reback at 508-672-1821 extension 1103.

Proper behavior in the cafeteria is essential. While lunch is a time for students to relax and socialize, it is primarily a time for students to get the proper nutrition they need to be healthy and to succeed in the classroom. Students may not, under any circumstances, purchase other students’ food using a reduced price privilege. Students must make sure to clean their lunch area before leaving and maintain good lunchroom behavior. Students who consistently disturb others or refuse to follow the directions of the school staff during lunch will be referred to the administration for possible disciplinary action.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages others than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Atlantis Charter School Handbook

- (1) *Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;*
- (2) *Fax: (202) 690-7442; or*
- (3) *Email: program.intake@usda.gov*

This institution is an equal opportunity provider.

FIELD TRIPS

All school rules apply on field trips. Field trips are to be approved by the Site Leader. Student participation on field trips is at the discretion of administrators.

LOCKERS

Lockers are provided to the students by Atlantis Charter School, and are the sole property of Atlantis Charter School, and are to be utilized by Students for the purpose of storage, books, school-related equipment and personal belongings. Contraband items (including weapons, illegal drugs, alcoholic beverages, stolen property, etc.) shall not be stored in school lockers and are subject to confiscation by school officials. Students are expected to keep the lockers locked and in good orderly condition. Lockers are not to be shared by students unless otherwise directed by staff or administration. For security, locker combinations are not divulged to any other student.

It is important to note that unannounced or announced locker inspections or searches may be conducted at any time, for any reason without notice, by a school administrator or his or her designee. Students shall not have any expectation of privacy with regard to school lockers.

Atlantis Charter School reserves the right to contact the Fall River Police Department to coordinate the use of canine units to assist in addressing potential illegal activity.

Students are expected to empty lockers of all personal belongings on the last day of school.

LOST AND FOUND

Any items that are found by students should be brought to the main office. Students seeking lost items should check with the secretary in the main office.

MENTOR PROGRAM

The Mentor Program is an initiative at ACS that involves identifying students who could benefit from additional positive reinforcement and support in school. Once identified, students are then paired with an ACS staff member who will serve as a mentor to them. The goals of the program are to increase academic success, build on a student's ability to make positive choices, and foster a positive sense of self-worth within the student through a supportive and non-threatening mentor/mentee relationship. Mentors will focus on developing a connection and rapport with their mentee through discussions and interactions that focus on a student's interests, hobbies, talents, and goals. In addition, mentors meet with their respective mentees throughout the course of the week, during normal school hours, during times that cause minimal, if any, disruption to the student's academic day.

RESTRICTED AREAS OF THE BUILDING

Atlantis Charter School Handbook

Students are not allowed in the Faculty Dining Areas or Faculty Rest Rooms. Students are not to enter custodial areas, storage rooms, or food preparation areas without direct staff supervision. Classroom areas and science and computer labs are also restricted outside of normal class time. Students are NEVER to enter or ride in the elevator without adult supervision.

STUDENT PUBLICATIONS

We respect the rights of freedom of speech, petition, and assembly as long as they do not interfere with the educational process. School newspapers, yearbooks, literary magazines, and other publications have the right of freedom of the press, subject to the existing laws of libel and obscenity. The District Leader has the right to view and review, reject any or all articles in any school publication.

CANCELLATION OF SCHOOL & EARLY DISMISSALS BY ACS

School cancellation for severe weather or other emergencies will be announced on the following radio and television stations by 6:30 a.m.:

TV Stations:

WLNE Channel 6 WJAR Channel 10 WPRI Channel 12 WFXT Channel 25 FOX Channel

AM Radio:

1480 WSAR 630 WPRO 920 WHJJ

FM Radio:

94.1 WHJY 101.5 WWBB 105.1 WWLI

Notification will also be sent via SchoolMessenger, the school's automated messaging system. In case of school cancellations or early dismissals, parents or guardians will receive notification through SchoolMessenger.

In order for you to receive this service, the school must always have your current telephone numbers: home, work, and cell. In addition, please also provide your main e-mail address.

If you have Internet access, you may wish to register at this website: <http://www.turnto10.com/closings> and you will also receive email alerts as soon as Atlantis cancels school.

EARLY DISMISSAL: In the event of an emergency situation, schools may be required to dismiss earlier than the regularly scheduled time. Announcements will be made on the stations listed above, as well as an automated notification through SchoolMessenger.

Please do not telephone the stations or school personnel. If a decision is made to cancel school it will be announced.

UNIFORM POLICY

All students must adhere to the mandatory school uniform policy. All items of clothing must be purchased only from the Donnelly's Uniform Company and must be selected from the approved items included in the order form. Shoes, belts, ties and socks may be purchased from other vendors as long as they meet the uniform policy. No other items are allowed.

Non-adherence to these policies is subject to our discipline policy.

Atlantis Charter School Uniform Policy 2017-2018

Lower School – Grades K-4 (All bottoms and tops MUST be purchased from Donnelly's)	Middle School – Grades 5-8 (All bottoms and tops MUST be purchased from Donnelly's)	Atlantis High School (All bottoms and tops MUST be purchased from Donnelly's)
Solid navy shorts, skirts, skorts, pants must have a finished hem. All uniforms must be in acceptable condition, no rips, tears or holes. <u>Uniforms must be worn and belted at the natural waist. Belts should be navy, blue, black or brown – no studs, beading or decorations.</u> K-1 have the option to wear pants with an elastic waist – no belt. Shorts, skirts, skorts and jumpers must be no more than two inches above or below the knee.	Solid tan or navy shorts, skirts, skorts, pants must have a finished hem. All uniforms must be in acceptable condition, no rips, tears or holes. <u>Uniforms must be worn and belted at the natural waist. Belts should be navy, blue, black or brown – no studs, beading or decorations.</u> Shorts, skirts, skorts and jumpers must be no more than two inches above or below the knee.	Solid grey short (boys), grey pants (girls/boys) or plaid skirt (girls grade 9 & 10 only) solid grey skirt (girls grade 11 & 12 only) must have a finished hem. Grade 11 & 12 boys and girls are required to wear ties/bow ties. All uniforms must be in acceptable condition, no rips, tears, or holes. <u>Uniforms must be worn and belted at the natural waist. Belts should be navy, blue, black or brown – no studs, beading or decorations.</u> Shorts, skirts, skorts must be no more than two inches above or below the knee.
Tops must be white or light blue and have a collar. Students may wear dress shirts, polo shirts, or blouses. <u>All shirts must be tucked in.</u> Shirts will have the school insignia, but no other designs are permitted.	Tops must be white or light blue and have a collar. Students may wear dress shirts, polo shirts, or blouses. <u>All shirts must be tucked in.</u> Shirts will have the school insignia, but no other designs are permitted.	Tops must be button down short or long sleeve with ACS logo on the right. 9 th & 10 th Grade White or Light Blue. 11 th & 12 th Grade White or Navy <u>All shirts must be tucked in.</u> Shirts will have the school insignia, but no other designs are permitted.
Gym uniforms must be purchased from the uniform company and are only to be worn on gym days. <u>Bathing suits must be solid navy blue ONLY.</u>	Gym uniforms must be purchased from the uniform company and are only to be worn on gym days.	Gym uniforms must be appropriate. Sneakers are a requirement.
Shoes must be enclosed and fastened/tied properly. The wearing of sneakers is permitted. Heels are to be no higher than 1". Shoe laces are to be of normal length and properly tied. Shoes with wheels or lights are not permitted. Only solid white or solid navy knee high socks, tights or leggings are permitted. <u>Soft-soled shoes, including moccasins, "ballet" shoes, slippers, etc., are not part of the uniform policy and therefore are not allowed as they present a safety concern during transition. Boots may be worn if they fit properly under the uniform pants.</u>	Shoes must be enclosed and fastened/tied properly. The wearing of sneakers is permitted. Heels are to be no higher than 1". Shoe laces are to be of normal length and properly tied. Shoes with wheels or lights are not permitted. Only solid white or solid navy knee high socks, tights or leggings are permitted. <u>Soft-soled shoes, including moccasins, "ballet" shoes, slippers, etc., are not part of the uniform policy and therefore are not allowed as they present a safety concern during transition. Boots may be worn if they fit properly under the uniform pants.</u>	Shoes must be enclosed and fastened/tied properly. The wearing of sneakers is permitted. Heels are to be no higher than 1". Shoe laces are to be of normal length and properly tied. Shoes with wheels or lights are not permitted. Only solid white, navy, black or grey knee high socks, tights or leggings are permitted. <u>Soft-soled shoes, including moccasins, "ballet" shoes, slippers, etc., are not part of the uniform policy and therefore are not allowed as they present a safety concern during transition. Boots may be worn if they fit properly under the uniform pants and they must be laced.</u>
Navy blue uniform sweaters or vests or gym sweatshirts (without hoods) may be worn over the proper uniform which includes a belt.	Navy blue uniform sweaters or vests or gym sweatshirts (without hoods) may be worn over the proper uniform which includes a belt.	Optional uniform sweater or optional uniform sweater vest permitted (navy blue with white pin stripe).
No hats, caps or sunglasses may be worn in the building.	No hats, caps or sunglasses may be worn in the building.	No hats, caps or sunglasses may be worn in the building.
Undergarments must never be visible. Only white shirts are to be worn under uniform shirts. No color trim.	Undergarments must never be visible. Only white shirts are to be worn under uniform shirts. No color trim.	Undergarments must never be visible. White or Grey shirts are to be worn under uniform shirts. No color trim.
Coats and jackets may only be worn open in the building while walking to an outdoor activity.	Coats and jackets may only be worn open in the building while walking to an outdoor activity. No fleece jackets are acceptable indoors, including ACS fleece jackets.	Coats and jackets may only be worn open in the building while walking to an outdoor activity. No fleece jackets are acceptable indoors, including ACS fleece jackets.
Extreme hair color/style or hair extensions that cause a disruption or interfere with the learning environment are not allowed.	Extreme hair color/style or hair extensions that cause a disruption or interfere with the learning environment are not allowed.	Extreme hair color/style or hair extensions that cause a disruption or interfere with the learning environment are not allowed.
Any attire/accessories (body piercings, large earrings, etc.,) that cause a disruption to the learning environment, or are a safety concern, are not allowed. They must be removed for safety during the school day.	Any attire/accessories (body piercings, large earrings, etc.,) that cause a disruption to the learning environment, or are a safety concern, are not allowed. They must be removed for safety during the school day.	Any attire/accessories (body piercings, large earrings, etc.,) that cause a disruption to the learning environment, or are a safety concern, are not allowed. They must be removed for safety during the school day.
LS Dress Down – School/Theme appropriate – BLUE JEANS or UNIFORM PANTS CAN BE WORN ON DRESS DOWN DAYS. No hooded sweatshirts are allowed. Community Calendar/Event Celebrations: Staff will share dress protocol.	MS Dress Down - School/Theme appropriate – BLUE JEANS or UNIFORM PANTS CAN BE WORN ON DRESS DOWN DAYS. No hooded sweatshirts are allowed. Community Calendar/Event Celebrations: Staff will share dress protocol.	HS Dress Down - School/Theme appropriate –JEANS CAN BE WORN ON DRESS DOWN DAYS. Community Calendar/Event Celebrations: Staff will share dress protocol.

REV 04.24.17

Atlantis Charter School Handbook

APPENDIX A: DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

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

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school
- vi. perpetrator "to include" a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional."(Amendment: In August 2013, DESE provided information on recent changes to the Massachusetts anti-bullying law (M.G.L. chapter 71, section 37O)

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

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

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

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

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

APPENDIX B: ACS BULLYING INCIDENT REPORT FORM



Site Leader:
Date:

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____ Name:
_____ Student Staff Other _____ Name:
_____ Student Staff Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10: Form given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

II. Investigation

Atlantis Charter School Handbook

Investigator(s): _____ Position(s): _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____
 Interviewed target Name: _____ Date: _____
 Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

YES NO

Bullying Incident documented as _____

Retaliation Discipline referral only _____

2. Contacts:

Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____

District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

Loss of Privileges Detention STEP referral Suspension

Community Service Education Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Site Leader: _____ Date: _____

(If Site Leader was not the investigator)

Signature and Title: _____ Date: _____

Atlantis Charter School Handbook

APPENDIX C: Forms Bullying May Take

Actions meant to hurt another person's feelings or to put a person down are called **bullying/harassing** behaviors. Bullying is a form of harassment.

In this section, we will be using the words "bullying/harassment" for behaviors such as:

- saying hurtful things to someone about their appearance, their intelligence, or their abilities;
- posting hurtful comments about someone online;
- hurting someone by hitting, kicking, or pinching them, or in some other physical way;
- Leaving someone out or treating them badly because of who they are.

The same person or group of people is often bullied or harassed over and over again. This can happen on or off school grounds. Bullying/harassment is not an accident. Even though students may sometimes feel pressured by other students to bully or harass someone, they are still acting in a way that is meant to hurt or upset that person. And behavior that is hurtful to others is unacceptable behavior. Different forms and types of bullying/harassment are described on the following pages. The information provided there will help you answer the questions in this section.

Forms That Bullying/Harassment Might Take:

Physical

- pushing, tripping, hitting
- taking or breaking someone's belongings on purpose
- making comments or jokes about someone's body
- touching, pinching, or grabbing part of someone's body in a way that makes them feel uncomfortable

Verbal

- calling someone names, teasing, or making fun of them
- insulting, humiliating, or threatening someone
- calling someone names in a way meant to upset them
- calling someone names because of their choice of activities, hobbies, or clothing
- making fun of someone who has parents who are of the same gender

Social

- leaving someone out of "the group" or refusing to play with them
- saying bad things about someone
- making someone look silly
- telling others not to talk to someone
- showing pictures or other things that are rude or insulting
-

Forms That Bullying/Harassment Might Take:

Electronic

- using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone, hurt their feelings, embarrass them or make them look bad, or spread rumors or tell secrets about them

Racial

- treating someone badly because of their race, culture, or skin color
- saying bad things about someone's race, culture, or skin color
- telling racist jokes

Gender Role-Based

- treating someone badly because they are a boy or a girl

Atlantis Charter School Handbook

- leaving someone out or treating them hurtfully – for example, telling a girl she cannot play a sport because she is a girl
- making hurtful comments about someone’s hobby – for example, calling a boy a “sissy” because he likes a hobby you think only girls should like

Religion-based

- treating someone badly because of their religion or place of worship, example: church, mosque or temple
- saying bad things about someone’s religion or place of worship, example; church, mosque or temple

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumors about someone because of a disability you think that person may have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they may have

Income-based

- treating someone badly because of the type of housing or the neighborhood they live in
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

Atlantis Charter School Handbook

APPENDIX D: Example of Step by Step Reporting and Follow up Supports

- The targeted student and/or witness(es) report bullying or harassment.
- The Site Leader reviews initial report;
- If the report meets the elements of bullying or harassment it will be promptly forwarded to the Dean of Students for a formal investigation;
- Within 24 hours of receiving the report, the Dean of Students or designee will implement a safety plan. All staff that has contact with the involved students will be informed of the plan;
- Dean of Students or designee contacts the targeted student's parents and/or guardians;
- A formal investigation into the report is conducted by the Dean of Students or designee;
- If needed, Student Adjustment Counselor will meet with the targeted student to ensure his/her safety, assess for follow up supports;
- Interviews are typically completed in the following order:
 - Targeted Student
 - Witness(es)
 - Aggressor(s)
- Upon completing the initial interview with the aggressor, the aggressor's parents and/or guardians are notified;
- BPIT meets to review the bullying investigation summary and witness statements;
- BPIT makes a determination and recommends disciplinary action, mediation and/or community service;
- Site Leader assigns an appropriate disciplinary action and/or community service;
- The Dean of Students or designee contacts the targeted student's and aggressor's parent(s) and/or guardians to inform them of the determination and next steps, which may include but is not limited to:
 - a documented monitoring plan in place with specific plan of action (identifies who and what will occur) to insure the bullying or harassment doesn't reoccur
 - Give the parent a resource list for supporting positive youth development;
 - Counseling referrals
 - Provide parent with a letter that outlines all steps taken



Atlantis Charter School Handbook

APPENDIX E: Bullying of Students with Disabilities Letter

United States Department of Education
Office of Special Education and Rehabilitative Services

Aug. 20, 2013

Dear Colleague:

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) is committed to working with States to ensure that school districts provide all children with positive, safe, and nurturing school environments in which they can learn, develop, and participate. OSERS is issuing this letter to provide an overview of a school district's responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities.¹

As discussed in this letter, and consistent with prior Dear Colleague Letters the Department has published, bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the IDEA that must be remedied.² However, even when situations do not rise to a level that constitutes a denial of FAPE, bullying can undermine a student's ability to achieve his or her full academic potential. Attached to this letter are specific strategies that school districts and schools³ can implement to effectively prevent and respond to bullying, and resources for obtaining additional information.

Bullying of any student by another student, for any reason, cannot be tolerated in our schools.⁴ Bullying is no longer dismissed as an ordinary part of growing up, and every effort should be made to structure environments and provide supports to students and staff so that bullying does not occur. Teachers and adults should respond quickly and consistently to bullying behavior and send a message that bullying is not acceptable. Intervening immediately to stop bullying on the spot can help ensure a safer school environment.

Bullying is characterized by aggression used within a relationship where the aggressor(s) has more real or perceived power than the target, and the aggression is repeated, or has the potential to be repeated, over time. Bullying can involve overt physical behavior or verbal, emotional, or social behaviors (*e.g.*, excluding someone from social activities, making threats, withdrawing attention, destroying someone's reputation) and can range from blatant aggression to far more subtle and covert behaviors. Cyberbullying, or bullying through electronic technology (*e.g.*, cell phones, computers,

¹ This letter is intended to supplement the July 25, 2000, joint Dear Colleague Letter from OSERS and the Department's Office for Civil Rights (OCR), which addressed disability harassment under Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II of the ADA), and the IDEA (available at: <http://www.ed.gov/ocr/docs/disabharassltr.html>).

² Some bullying of students with disabilities may also constitute discriminatory harassment and trigger additional responsibilities under the civil rights laws that OCR enforces, including Section 504, Title II of the ADA, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. See OCR's October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: <http://www.ed.gov/ocr/letters/colleague-201010.html>).

³ In the context of this letter "school" includes public preschools; elementary, middle, and high schools; and public agencies, including the State Educational Agency (SEA), Educational Service Agencies (ESA), Local Educational Agencies (LEA), nonprofit public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. See 34 C.F.R. §300.33.

⁴ Although the focus of this letter is peer-to-peer bullying, it is important to acknowledge that it is also intolerable for teachers and school staff to be party to school bullying and disability harassment (*i.e.*, being active participants in bullying), or observers to school bullying without taking action to address the behavior. While teacher-student disability harassment also may constitute a denial of FAPE, those issues are beyond the scope of this letter. We recommend that States and school districts consult with legal counsel regarding their responsibilities and duties in cases of bullying that involve school personnel, including taking the matter seriously, and promptly addressing any problematic behaviors.

Atlantis Charter School Handbook

online/social media), can include offensive text messages or e-mails, rumors or embarrassing photos posted on social networking sites, or fake online profiles.

Addressing and reporting bullying is critical. Students who are targets of bullying behavior are more likely to experience lower academic achievement and aspirations, higher truancy rates, feelings of alienation from school, poor relationships with peers, loneliness, or depression.⁵ Bystanders, or those who only see or hear about bullying, also may be negatively affected as bullying tends to have harmful effects on overall school climate. Bullying can foster fear and disrespect and negatively affect the school experience, norms, and relationships of all students, families, and school personnel.⁶ The consequences may result in students changing their patterns of school participation or schools eliminating school activities (e.g., dances, sporting events) where bullying has occurred. Teachers, school personnel, parents, and students should report bullying when they become aware of it.

Students with disabilities are disproportionately affected by bullying.⁷ For example, students with learning disabilities, attention deficit or hyperactivity disorder, and autism are more likely to be bullied than their peers.⁸ Any number of factors -- physical characteristics, processing and social skills, or intolerant environments -- may increase the risk that students with disabilities will be bullied. Due to the characteristics of their disabilities, students with intellectual, communication, processing, or emotional disabilities may not understand the extent to which bullying behaviors are harmful, or may be unable to make the situation known to an adult who can help. In circumstances involving a student who has not previously been identified as a child with a disability under the IDEA, bullying may also trigger a school's child find obligations under the IDEA. 34 C.F.R. §§300.111, 300.201.

Whether or not the bullying is related to the student's disability, any bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of FAPE under the IDEA that must be remedied.⁹ States and school districts have a responsibility under the IDEA, 20 U.S.C. § 1400, *et seq.*, to ensure that FAPE in the least restrictive environment (LRE) is made available to eligible students with disabilities. In order for a student to receive FAPE, the student's individualized education program (IEP) must be reasonably calculated to provide meaningful educational benefit.¹⁰

Schools have an obligation to ensure that a student with a disability who is the target of bullying behavior continues to receive FAPE in accordance with his or her IEP. The school should, as part of its appropriate response to the bullying, convene the IEP Team to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP is no longer designed to provide meaningful educational benefit. If the IEP is no longer designed to provide a meaningful educational benefit to the student, the IEP Team must then determine to what extent additional or different special education or related services are needed to address the student's individual needs; and revise the IEP accordingly. Additionally, parents have the right to request an IEP Team meeting at any time, and public agencies generally must grant a parental request for an IEP Team meeting where a student's needs may have changed as a result of bullying. The IDEA placement team (usually the same as the IEP Team) should exercise caution when considering a change in the placement or the location of services provided to the student with a disability who was the target of the bullying behavior and should keep the student in the original placement unless the student can no longer receive FAPE in

⁵ Gini G., & Pozzoli T. (2009). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics*, 123(3):1059-1065.

⁶ O'Brennan, L. M., Bradshaw, C. P., & Sawyer, A. L. (2009). Examining developmental differences in the social-emotional problems among frequent bullies, victim, and bully/victims. *Psychology in the Schools*, 46(2), 100-115.

⁷ Swearer, S. M., Wang, C., Maag, J. M., Siebecker, A., B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, 50, 503-520.

⁸ Twyman, K. A., Saylor, C. F., Saia, D., Macias, M. M., Taylor, L. A., & Spratt, E. (2010). Bullying and ostracism experiences in children with special health care needs. *Journal of Developmental Behavioral Pediatrics*, 31, 1-8.

⁹ OCR also has authority to investigate complaints alleging denial of FAPE under Section 504 and Title II. See the July 25, 2000, joint Dear Colleague Letter on Disability Harassment; (available at: <http://www.ed.gov/ocr/docs/disabharassltr.html>); and OCR's October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: <http://www.ed.gov/ocr/letters/colleague-201010.html>).

¹⁰ See *Hendrick Hudson Central Sch. Dist. Bd. of Educ. v. Rowley*, 458 U.S. 176, 201 (1982).

Atlantis Charter School Handbook

the current LRE placement. While it may be appropriate to consider whether to change the placement of the child who was the target of the bullying behavior, placement teams should be aware that certain changes to the education program of a student with a disability (*e.g.*, placement in a more restrictive “protected” setting to avoid bullying behavior) may constitute a denial of the IDEA’s requirement that the school provide FAPE in the LRE. Moreover, schools may not attempt to resolve the bullying situation by unilaterally changing the frequency, duration, intensity, placement, or location of the student’s special education and related services. These decisions must be made by the IEP Team and consistent with the IDEA provisions that address parental participation.

If the student who engaged in the bullying behavior is a student with a disability, the IEP Team should review the student’s IEP to determine if additional supports and services are needed to address the inappropriate behavior. In addition, the IEP Team and other school personnel should consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted.

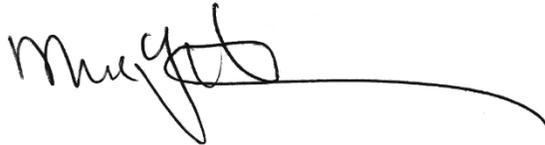
As discussed above, any bullying of a student with a disability that results in the student not receiving meaningful educational benefit from the special education and related services provided by the school is a denial of FAPE. A student must feel safe in school in order to fulfill his or her full academic potential. We encourage States and school districts to alert Boards of Education, school administrators, teachers, and staff that bullying can result in a denial of FAPE for students with disabilities. We also encourage States and school districts to reevaluate their policies and practices addressing problematic behaviors, including bullying, in light of the information provided in this letter, as well as in OSERS’ July 25, 2000, joint Dear Colleague Letter and OCR’s October 26, 2010, Dear Colleague Letter. The enclosure to this letter, “Effective Evidence-based Practices for Preventing and Addressing Bullying,” includes practices for use as part of any bullying prevention and intervention program to help ensure that school and classroom settings are positive, safe, and nurturing environments for all children and adults.

We look forward to continuing to work with you to ensure that students with disabilities have access to high-quality services in positive, safe, and respectful school environments.

Sincerely,



Melody Musgrove, Ed. D.
Director
Office of Special Education Programs



Michael K. Yudin
Acting Assistant Secretary

Enclosure: Effective Evidence-based Practices for
 Preventing and Addressing Bullying