I. Charter School Mission

A. Mission Statement

The mission of the Dartmouth Commonwealth Charter School is to provide excellence in education to students through the use of educational methods that are tailored to the individual needs of the child. The school will strive to establish a strategy that does not rely on psychotropic medication for children to control their behavior. Rather, a quality curriculum which includes teaching children to manage their own behavior, in place of having a teacher controlling their behavior. Mutual respect between school staff, parents and students will be a mainstay of the school.

No child will be denied admission due to race, creed, color or sexual orientation. One of the main goals of our school is to provide an environment that builds high self-esteem and promotes feelings of self worth and motivation, with the ethical and civic values necessary for success as adults.

B. Statement of Need

There are no charter schools in the town of Dartmouth and in the surrounding area, there are students who have applied to a charter school and have been placed on waiting lists. The need in the Fall River and New Bedford area includes a large number of students from diverse backgrounds. There is a large number of Portuguese, Hispanic and Asian students in our area who have special learning needs. There is also a large number of students with special needs and who have Individual Education Plans. Many of these students with learning handicaps out of discouragement are dropping out of our school by the age of sixteen.

The school will offer itself to all students in the region. That will result in a culturally diverse student population representing the communities in this region. This then will help our students grow with deep understanding of different cultures, religions, races, and handicaps. It will help our population of students to appreciate differences and similarities among us all.

This school will encourage parent support by directly enlisting parents in ongoing school activities. Parents will be encouraged to participate fully in the school, through volunteering in their areas of skill. School discipline will be a collaboration between the parents, students and school staff. Parents will be strongly urged to maintain communication with the individual teachers. The teachers will strive to make parent contact on any area of student need.

Parenting workshops will be offered to parents who request help.
The school shall strive to have a continual process of improving the results of MCAS testing. Every step of the way students will be helped to succeed. Tutoring will be offered after-school for so that no child will be left behind. Each child is treated individually; with the goal for all children to succeed.

II. How will the school demonstrate academic success?

A. Educational Philosophy

As parents ourselves, we believe that we can promote a co-educational non-discriminating school from grades one through eight. We want to have pride in every student in our school. Our goal is to have children work to their ultimate potential. The goal is for them to become young adults that have developed the essential skills and ethical foundation to face the demanding challenges of their future to ensure a better life for their family, themselves and their community.

We want the children to enjoy learning and understand that knowledge is power. With confidence and skill each child will meet the challenges of this new century. As the students learn to work independently and in teams they would have developed an essential skill needed to succeed.

B. Curriculum

Grades one through five provide the early foundations of learning. Grades six thru eight are the pre-entrance to a high school. We will focus on academic quality and success to every student, following the Curriculum Guidelines of the Massachusetts Department of Education. We will build self-esteem, self-assurance, social and emotional development, fair thinking, and the values of caring and sharing. We will install of this with all the developmental stages. The skills of reading, writing, abstract reasoning and problem solving will be emphasized.

The school curriculum will be designed as follows: Nutrition and Physical Education, Humanities, Culture and Fine Arts, Social Studies, History, Science, English, Math, Computers and lastly a language, such as Spanish.

• Nutrition, Health and Physical Education

The ultimate goal is to teach our students about health issues including about the nutrients and vitamins their bodies need. The students will learn about the danger of drug abuse and unprotected sex where appropriate.

Physical education is an important piece to each child’s life. A focus will be placed on improving fine and gross motor skills. Classes will be provided from first grade until eighth.
• **Humanities, Fine Arts and Culture**

The school will follow current information about what is happening in our society and culture. Diversity will interplay in the teaching of the arts and the humanities. Grades six through eight will be able to decide upon a section to work on as a group. Grades one through five will work independently at the discretion of the teacher.

• **Social Studies and History**

Grade one through eight will learn about their environment and their own community, then move on to the geography, history, and diverse cultures around the country. They will understand charts, globes, book reports and term papers and understand the privileges and responsibilities of freedom, citizenship, and government as applied to economics, history and social studies. In grades six and seven there will be continued review and mastery of it all.

• **Science**

Studies will be mostly focused on environmental and earth sciences. The curricular will involve students in doing different experiments with a hand-on approach. Grades six through eight will have more emphasis on reports that systematically approach problem solving and both qualitative and quantitative analysis.

• **Mathematics**

Students in grades one through eight will understand the basics of math. All students will master computational skills and problem solving techniques that will enable them to understand the more abstract math that is being taught in grades six through eight. In grade six fundamentals of algebra and geometry will be emphasized, then in grade seven more intermediate algebra and in grade eight intermediate geometry.

• **English**

Our main goal is to have children in grades one to five enjoy the act of reading. They will be taught decoding of language from any printed form and comprehend what is being read. Our aim is to provide a very large word vocabulary with spelling contests to supplement the learning process. Phonics, grammar and language arts will be focused on. Grades six through eight will have a greater focus on reading comprehension, vocabulary and grammar, reading and writing skills.
• **Music**

Music will be taught using a sequential curriculum from grades one through eight. The elements of music - melody, harmony, rhythm, tone, listening, visual media, and theory games, creative movement and playing of instruments will be emphasized.

• **Art**

Art is an expression of individual emotions and sensations. Art plays a fundamental role in any learning experience. It will be used as a tool to stimulate interest, inquiry, investigation, research and exploration for learning and understanding. The work is structured with the contoured exploration of the following elements of disciplines: line, shape, form, tone, texture, and color, and the relation of these to each other.

• **Computers**

As a school we want to ensure that our students are computer literate. We will do our best to install the following items for them to learn:

1. The students will be familiar with the essentials in operating the basic personal computer hardware, software and the terminology used.
2. Students will understand the basics of the computer and the operating system.
3. Students will be familiar with the use of Excel for graphs, database and spreadsheets.
4. Students will be familiar with use of the word processor.
5. Students will be taught to use the Internet for finding information.
6. Students will be able to write a simple computer program in at least one programming language.
7. All the students in the school will have access to computers as well as other assistive technology needed.

• **Languages**

All students will be taught Spanish. The comprehensive language curriculum consists of the four-skill area of language learning: listening,
speaking, reading, and writing. Students are expected to do their very best to express themselves in the target language from the beginning of language study. Language acquisitions begin with vocabulary taught orally and structures learned inductively and reinforced with developmentally appropriate grammatical concepts. Spanish will be taught at all grade levels.

C. Assessment System

The Dartmouth Charter will use numerical grades. These numbers would be based on percentages that correspond to letter grades: A+ 97-100, A 96-96, A-90-92, B+81-89, B83-86, B-80-82, C+77-79, C73-76, C-70-72, D60-69, F-59 and below would be considered as failing. Report cards would be sent out three times a year. If there are any problems a note will be sent home to request a parent conference. There would be three letter grades for V=very good S=satisfactory N= needs improvement. These would be marked on one side of the report card. This would measure the behavior and the ethics of a child in the school. We also agree to have MCAS as a tool of measuring our performance. We will implement any special therapy or tools that a learning disabled child will need to make him the best that he can be. We will be using:

*Age equivalent scores (AE)
*Grade equivalent scores (GE)
*Standard scores (SS)
*And percentile ranks (PR)

We will be applying statistics with these tests and using the bell curve. We will have much parent participation an the conclusion of the findings of each individual child. The students will take a battery of nationally standardized tests in the fall at the beginning of their school year and then later in the year toward the spring. The school will use the Iowa Reading Test and the Terra Nova test. The school will also participate in the MCAS tests and the state mandated standardized tests. These tests will be done in the spring also. Scores on the standardized tests will help teachers assess how much progress students have made not only by school standards by nationwide standards.

The students will be taking subject tests each term in the middle of their subject and as final exam that will account for 50% of what their final grade will be. They will also be having weekly exams so that they can be monitored in each subject area closely, hoping that we can catch a problem early on. That way the teachers and parents can be more attentive to each child’s needs. We still would like to do all of this without our children being medicated because of any labels that they may have acquired prior to entry into the Charter School. These behaviors are often labeled as temper disabilities, OCD and ODD. These are labels, not diseases, that can be handled to produce a student who loves and enjoys school.

1. Homework- regular completions of assignments.
2. Punctuality-On time for class.
3. Using time correctly-At home and at school.
4. Respect for each other’s property—Giving special regard for people and property.
5. Good Manners—To be observed for social life. Having good behavior.
6. Effort—Hard work done to achieve the end or goal.
7. Self Control. Having control of ones emotions and impulses.
8. Compliance with rules. Will listen to directions.
9. Cooperative—working with classmates and teachers, being helpful not negative.
10. Honesty. Taking good steps in honesty, never being dishonest or taking credit for doing something they did not do.

Persons who have any part of the child’s academic progress or specialists that are involved in the child’s academic success will do all evaluations and assessments.

D. School Characteristics

A regular school day will start at 8:15 a.m. and end at 3:25 p.m. Extended day-care is available for a fee from 7:00 a.m. until 8:00 a.m. and from 3:30 p.m. to 6:00 p.m. The normal school day will be for eight hours. There will be a half hour lunch. There will also be an appropriate recess time according to the grade. The only other time that children will get out of their homeroom period will be for physical education time. The entire school will have a ten-minute snack time in the a.m. and at the p.m.

1. Extended day program 7:00 a.m.
2. Buses arrive and parent drop off at 8:00 a.m.
3. Warning bell 8:10 a.m.
4. Homeroom at 8:15 a.m.–8:25 a.m.
5. Period 1 8:28 a.m.–9:15 a.m.
6. Period 2 9:18 a.m.–10:05 a.m.
7. Snack time 10:18 a.m.–10:28 a.m.
8. Period 3 10:18 a.m.–11:05 a.m.
9. Period 4 11:05 a.m.–11:55 a.m.
10. Lunch 1-5 11:05 a.m.–11:35 a.m. recess—11:55
11. Period 5 11:58 a.m.–12:45 a.m.
12. Lunch 11:58 a.m.–12:23 a.m. recess 12:45
13. Period 6 12:48 p.m.–1:35 p.m.
14. Period 7 1:38 p.m.–2:25 p.m.
15. Period 8 2:28 p.m.–3:15 p.m.
16. Homeroom 3:15 p.m.-3:25 p.m.
17. Leave the building 3:25 p.m.
18. Buses leave 3:30 p.m.
19. Extended day program 3:30 p.m.-6:00 p.m.

The after school program will take place between 3:30 p.m.-6:00 p.m. It will be staffed by certified personal and parents and it will have a staff ratio not to exceed 1:6. Age appropriate activities will include soccer, chess, tutoring, basketball, and computer games dependent on the child’s selection of the chosen activity.

2004-2005
The schedule for holidays academic breaks and key dates are as listed below:

* August: Student Assessment
* September 1: First day of school
* September 4, 7: Labor Day Holiday
* September 25: Staff meeting day
* October 12: Columbus Day
* October 22: Parent Teacher Conference
* October 30: Staff meeting day
* November 11: Review week
* November 23-25: Term 1 final exam
* November 24: End of term 1
* November 25-29: Thanksgiving break begins at noon 25th
* December 24: January: Vacation/holidays
* January 18: Staff meeting day
* February 15-19: Mid-winter vacation
* March 3-9: Review week term 2
* March 10-12 Final Exams for term 2
* March 12: End of term 2
* March 16: Staff development day
* March 25: Parent/Teacher Conference
* April 2: Good Friday
* April 19-23: Spring Vacation
* May 31: Memorial Day
* June 11-17: Review week term 3
* June 18-23: Term 3 Final Exams
* June 23: Last day of school
* June 24-30: Provisional school days

These dates maybe revised if said days fall on other numerical dates.

There will be children that will need services to be tailored to address their individual needs. This will be accomplished by providing at the point of the child’s needs. We will be conducting an independent diagnostic
evaluation to include, ability achievement, testing for learning disabilities, and a brief neuro-psychological battery. A background study is also included in the comprehensive Psych-Educational report. There also will be occupational and physical therapy testing. Recommendations are then reviewed and a team will then develop an Individual Evaluation Plan for the student, which will then tailor to his needs and eventually strengthen the child. The IEP will also include a holistic approach. In place of placing the child on medication that may be harmful to their health. Nutrition, Health Status Review, Family Functioning, Peer and authority figure interaction, self-esteem, self-motivation, and general sense of well being are areas addressed. We will make the school full of healthy food and healthy snacks for the children. We will be planning special outings for each class level and field trips. This will be a part of learning and experiencing outside of school. Parents will need to sign permission slips each time an event is scheduled for them. Some school supplies will be provided by the parents and the only things we will need to supply basically will be the learning materials such as books used in a particular subject. Disadvantaged children will be provided with all needed school supplies. We plan to repeat the use of them so we expect the child to take responsibility of the book so that we can use again the following year. If a book becomes damaged we expect the parent to replace it at cost. The biggest responsibility of a child is to learn. We do expect them to be responsible also in completing assignments, come into the class prepared with all the necessary materials, pay attention in class, and manage their behavior to support learning both inside and outside of a classroom. We will have guidelines that the children will need to follow so that they can get used to having rules and some structure in their lives. To function effectively any community of individuals must have rules and basic guidelines.

* Behave your best.
* Use self control.
* Always try.
* Respect the property and rights of others.
* Treat others with respect.
* Manage yourself.
* Cooperate and actively help others.

The student’s safety and the health of our students is of utmost importance. Every staff person in the school is an equal and contributing part of the discipline policy and procedures. Students should treat all adults and each other with respect. All adults have the obligation of reporting any inappropriate behavior to administration. An immediate response is then made by the administration. Parents or guardians are contacted as soon as possible. Attendance is very important for a child to succeed. We ask that any vacations or appointments please be done outside of school hours. In order for every child to achieve their utmost quality work and maximum benefits from instruction we need to make sure they are in school.

1. Attendance will be taken at 8:15 each day.
2. Any child later then 8:15 must get a pass from the office.
3. Parents or guardians should notify the school if the child will be absent.
4. Excused absences are personal illness emergency.
5. Death in the family.
6. Any excuse will be excused as long as parent notifies the school in writing.
7. The child and the parent will make up all work and teacher must be the ones doing the arrangements including missed exams of any type.

Responsibility of all items is up to the parent and child. We ask that all their items be marked with their names and that there will be a lost and found box in the office. The school will not be responsible for any lost or stolen items. Items that should not be brought on school property are as follows, playing cards any type, portable electronic devices, including radios, tape players and CD players, beepers, telephones any type of electronic games. These items only bring a distraction to the student and to the school it interferes in their learning. If a child has any of these items it will be brought to the director and the parent can then pick up the item. If a student needs to use a telephone we can make the call for them from the office on behalf of the student. Homework will be giving on a daily basis to all levels in the school. Doing homework is a responsibility students have to themselves as well as to the others in the class. Not doing work completely or on time often hinders the ability of others in class to learn. Each student will have a set of classroom expectations such as:

- The student must be neat in there personal space. This causes less confusion and helps them being more organized
- Students are expected to be respectful of teachers, classmates and themselves at all times.
- Following the school classroom rules will help create an environment conducive to maximize learning.
- Classroom policies will be consistent throughout the school.
- No violence will be tolerated at the school.
- No verbal abuse.
- No bullying or mental abuse will be tolerated we respect each other.
- Cheating is not acceptable.
- Stealing is not tolerated.
- Children will have a place to store their items if found out of place a teacher can bring it to the office.
- No littering of any kind will be tolerated.
- Any food or drinks should only be consumed in designated areas.
• Older students are expected to be good role models for younger students to follow their behavior and mannerism.
• No alcohol permitted.
• No drugs.
• No sexual misconduct.

We will take each incident one by one and do our best to resolve the problem with the parent and get support from the outside if needed. We want to educate not to turn our backs on our children. We want to help them succeed in their lives. There will be consequences that will be followed if any of these rules are broken. Pink slips are the negative consequences given to a child when these rules are broken. Will be especially given when inappropriate behavior is noted. This is given mostly when a rule is broken. The parent will then need to sign it and the director of the school will be notified that such slip was given. If a child is disrupting a class, teachers, will provide two warnings before issuing a pink slip. At the first warning the students name is written on the board. The second warning a checkmark is placed along the child’s name. If the child continues to misbehave then he will be given a pink slip and sent to the office, where the person in charge and appropriate action will review the pink slip will be taken. The parents will be notified and we will seek for the child to have counseling or further help. Where the problem maybe. We want to help the child not punish. Where the students are showing positive behavior we will give them a gold slip and put their name and class on it. Monthly we will do a drawing from the slips and award the child with a special treat or prize. At the end of the year the class with the most gold stars will be handed certificates for their outstanding behavior in their classrooms.

Code of Conduct

The Dartmouth Charter school expects that all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and stable school environment. We incorporate all provisions of the Massachusetts General Laws, CH71; Section 37H in our code. Disciplinary actions offering Special Education students compiles with the test and provisions of Massachusetts General Laws Chapter 766, Dartmouth Charter school will fully comply with the provisions of 603 CMR 18,Sections 338.0-338.7 as well as chapter 4 (appeals procedures of the Massachusetts Department of Education’s code for special needs students.) Students will be given a mandated external suspension for staff assault, arson, and possession of an illegal and/or dangerous weapon for a minimum of thirty (30) days (except where otherwise designated by state law.) Students are placed on notice that bringing a firearm or other dangerous weapon to school, sale, of illegal drugs, including alcohol, or attempting arson or arson itself on school property will result in minimum of thirty
days external suspension and possible expulsion by the Director. In cases of any other weapon used in a Life Threatening Manner the same penalty will apply. Threats of physical harm, both verbal and written, agonist the school, staff, or students may also be considered as applicable under these provisions.

The Massachusetts Reform Act of 1993 states that tobacco uses by anyone on school grounds or buses is prohibited. In addition, any student may be subject to expulsion if found in possession of a dangerous weapon (including but not limited to a gun or knife) or a controlled substance as defined in Chapter 94C (including but not limited to marijuana, cocaine, and heroin) or who assaults a school staff person on school premises or at school sponsored or school related events, including athletic games. Any student who is charged with a violation of the dangerous weapon or school staff assault law shall be notified in writing of an opportunity for a hearing; the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Director. After the hearing the director may decide to suspend rather than expel the student provided the Director explains the decision in writing to the board of trustees and indicates the continued presence of this student in school will not pose a threat to the safety, security, and welfare of the appeal to the discipline sub-committee of the board of trustees within ten days of the date of expulsion and has the right to counsel at the appeal. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. When a student is expelled under the provisions of this section and applies to another school for acceptance, the Director in sending school shall notify the superintendent of the receiving school of the reason for the pupil’ expulsion, The director is responsibly to notify the police regarding illegal or dangerous weapons, drugs or arson.

Options Mandates and Procedures

Each student discipline case will be considered to its own merit and will be adjudicated according to the facts accompanying the case. Effort will be made to discipline the students while maintaining them in regular school programs. Parents will be encouraged to become actively involved in the disciplinary process to the greatest extent possible.

In many cases however, the following options, mandates, and/or displace procedures may, and in some cases must take place.

1. Students may be given detention or another of several disciplinary options, including warning.
2. Bus privileges, when applicable, may be temporarily revoked for bus misbehavior.
3. 3. Students may be placed in the in house suspension. For one to ten days.
4. A student may be externally suspended from school, for a period of one to ten days, when he or she is in danger to himself or herself or others, or when a student has demonstrated a chronic inability or unwillingness to
abide by school regulations. The term of each suspension rests in the
directions of the Director, except in the case of a 30-day mandatory
suspension minimum external suspension. When externally suspended
students are reinstated to school, students shall meet with a counselor or
administrator. The adjustment counselor will assist the students and
families in making a better social, psychological, and academic adjustment
to school.
5. Mandatory 30-day external suspension is recommended in the case of
staff assault, possession, use of sale of an illegal drug, possession of an
illegal land/or dangerous weapon or arson. In cases of staff assault, use
of weapons in any circumstances, arson, possession, uses or sale of
illegal drugs, there is a mandatory two-day external suspension.
6. Threats of physical harm, both verbal and written, against the school and
staff, or the students may also be considered as applicable under the
provisions.
7. All appeal hearings involving staff assaulter using weapons in a life-
threatening situation will be held at the school discipline sub committee of
the board of trustees.
8. Procedure “Due Process” will be afforded to all students subject to
suspension, and shall include the following procedures. Failure to follow
procedures may result to t the suspension being revoked by the discipline
sub committee committe of the board of trustees.
1. Opportunity to respond to charges in front of a qualified teacher or
administrator of the school.
2. Opportunity to present witnesses
3. Notification of all evidence
4. Right to know the outcome of the hearing within 24 hours of hearing
5. Right to appeal

The procedure for external suspension and mandated suspensions

1. The director or his representative must immediately notify the
parent/guardians by phone or by home contact that their child is to be
suspended. They should be asked to come to the school and take the child
home.

** In non-emergency situations, immediately prior to the suspension, the
Director will advise the student of all the charges, and if he/she denies them,
will explain the evidence supporting the charges, and give the student an
opportunity to tell his/her side of the issue. This would follow by a letter to the
parents as possible.

**When the student’s conduct disrupts the academic atmosphere, endangers
fellow students, teacher’s school officials, or damages property, the student
may need suspended without compliance with step 1 and the hearing will then
begin like in step 2. In emergencies when the student’s behavior is severely disruptive, the police, if necessary will immediately remove the student from the building. Or by the parent/guardian and formal charges will follow. This call is to be made by the director or designee. All paperwork and procedural steps will follow the emergency action.

2. The director of his representative must present to the parent/guardians and child all reasons to suspension and given shearing as soon as possible, if requested.

**The hearing date may occur on the same day as the suspension, but it must be held within two school days of the suspension.**

**The hearing must be held before reinstatement to school.**

3. The director must clearly state the orally the number of days the child will be suspended for at the time of the suspension.

4. The director must follow this oral presentation with a letter to the parents/guardian summarizing reasons for suspension, and clearly indicating the number of days of the suspension as well as the reinstatement date. Reinstatement occurs when the last day of the suspension is over.

**The reinstatement date, though stated could as a result of a hearing, be sooner depending the evidence, student history, and extenuating circumstances.**

**The letter will contain the appeal process. The student or parent may write a letter to the chairman of the board of trustees stating a reason for the appeal.**

5. If the director has determined a suspension of more then ten days, the director must confer with the chairman of the aboard, and the director and indicate the number of days he/she is recommending for suspension and the reinstatement date in writing.

Procedural steps for all external suspension hearings

1. The hearing officer at the school will seat a presentation of the evidence against the student.

2. A presentation bit the student, parent, or parent’s designee, of any defense or mitigating circumstances, will be made.

3. The hearing officer will accept submission of any written statements from any person in defense of the student. The student may present witnesses and evidence in rebuttal to the school’s allegation the hearing officer.

4. The hearing officer shall record a summary of facts and disputed evidence.

5. After reasonable attempts to contact, if the pupil or parent does not appear at the hearing without a good cause, this will constitute a
waiver of the hearing and the hearing officer shall review the case. A
decision will be rendered on the evidence available.

6. On the same date of the hearing a decision will be given to the
students and parent of the guardian. The decision may authorize the
return to school at an earlier date, and may include and alternative
educational plan or evaluation request under Chapter 766.

7. If the parent for pupil disputes the hearing officer. The student or
parent may, within 20 days of the date of the decision, appeal the
decision to the Discipline subcommittee of the board of trustees. This
request must be in writing and specify the grounds the review is
requested. The discipline sub committee will review the decision of the
hearing officer with the review requested. The discipline subcommittee
will review the decision of the hearing officer with the director and the
parent prior to making the official report. This appeal and decision
review must be within three days of the request for the appeal. The
discipline sub committee may not increase the term of the suspension,
but may reduce or modify it in any manner if the child is still on
suspension at the time of the review.

A student may be suspended for any school related incident on or off
school property, that interferes with any/or restricts other students in
the enjoyment and benefits afforded or offered within the school
setting. This shall include, but is not limited to threatening, intimidating
and interfering with any student’s safe passage to and from the school
or at school activities on or off school property.

To ensure the education of all students, disciplinary measures are
necessary to maintain a safe healthy, and orderly school environment.
The following g measures are to be used by the director of guidelines
to provide a fair, firm, and consistent approach to discipline. While
several options are listed for each of the offenses below, all not need
apply and can be used in any order.

External suspension is mandated for illegal drug sale, use, or
possession, staff assault. Arson or possession of illegal and/or
dangerous weapons, Expulsion may occur based on State law. Option
decisions rest with the director of terms choice of option and the
number of days that course of action will be in effect, except in the
case of mandated external suspension wherein the student must
externally be suspended for thirty days. Threats of physical harm
against the school and staff of students, either verbally or in writing,
may be considered as applicable under the provision.

1. Staff assault and or battery—Mandated external suspension for
thirty school days. A student who assaults a school staff person is
subject to suspension.

2. Possession use of an illegal for dangerous weapon, arson, or
attempted arson—Mandated external suspension for thirty days.
Student that is found in possession of a controlled substance is
subject to expulsion.
3. Possession /use of an illegal weapon, arson, or attempted arson. – Mandated external suspension for thirty days. The director must notify police of anything that is illegal. Then the police will take care of the illegal parts of the problem.

4. Under the influence of alcohol, or in possession—Parent contacted in all instances—Counseling—Referral to counseling agency—In house Alternative program—External Suspension.

5. Defiance of Authority—Verbal Reprimand—Parent contact—Counseling—Detention—External Suspension.


7. Use of any tobacco products (as mandated by M.G.L. CH 71,s2 (A)—Parent contact required in all instances where student is under 18 years of age—Counseling—In house alternative program—Detention.

8. Vandalism, breaking and entering, arson, theft, disruptive, or violent conduct –Parent contact required in all instances—Police contact—Detention—In house Alternative program—Counseling—Referral to appropriate agency—Restitution and Community Service—External Suspension—Expulsion.

9. Profanity, obscene, language, or lewd material –Parent contact—Counseling—Detention—In house alternative program—External Suspension.

10. Fighting or physical /verbal assault—Parent Contact required in all instances—Counseling—Meditation—Detention—In house Alternative program—External suspension.

11. Truancy—Parent contact—Counseling—Detention—In house alternative program

12. Violation of civil rights—Parent contact—Restitution—Community service—Counseling—Detention—Police Contact—In house Alternative Program—External Suspension


14. Threat to school, staff and student—Parent contact required in all instances—Police contact—Counseling—Detention—In house alternative Program—External Suspension—Expulsion.

15. Classroom Disruption—Verbal Warning—Parent Contact—Counseling—Detention—In house Alternative Program—External Suspension.

16. A violation of state or federal law—Leads to suspension or expulsion depending on the nature of the case a police report will be made by the director.

17. Guns—A student that is found with a firearm. As defined by chapter 140 section 121 of MGL. or a rifle, shotgun, pellet gun or rifle, BB
gun or rifle, paint gun or rifle, on school grounds will be externally suspended, immediately, from school. The student will be offered due process rights, both at the time of suspension and determine whether expulsion is justified and the period of expulsion.

18. Illegal or dangerous weapons—These weapons shall include but not be limited to a firearms defined in MGL> Chapter 140, section 121, knives and other dangerous devices set forth in chapter 269, section 12. For purposes in this disciplinary police, the term dangerous weapon shall also include any device or instrument, which under the circumstances in which it is used or involved, a reasonable person would consider dangerous.

19. Student will be sent to an alternative classroom in which a teacher will supervise the student closely.

Laws Regarding Drugs, Alcohol, and Firearms

1. For Dealing Drugs Near School—Mandatory 2 year jail sentence. A conviction for selling drugs within 2000 feet of school property in Massachusetts will result in a minimum mandatory two-year jail sentence plus a fine of up to $10,000.

**As of April 4, 1990, the following is in effect (Massachusetts General Laws Chapter 269, section 10):**

2. “Whoever, not being a law enforcement officer, and not withstanding any license obtained under the provisions of Chapter one—hundred and forty, carries on his person a firearm as hereafter defined, loaded, or other dangerous weapon in a building or on the grounds of an elementary, or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school college or university shall be punished by a fine of not more then one thousand dollars or by imprisonment for not more then one year or both. For the purpose of the paragraph “firearm” shall mean any pistol, revolver, rifle or any smoothbore arm from which a shot bullet, or pellet can be discharged by whatever means. Any office in charge of any elementary or secondary school college or university or any faculty member or administrative officer of an elementary or secondary school, college, or university or any faculty member or administrative officer of an elementary or secondary school, college or university or any faculty member of administrative officer of an elementary school or secondary school, college, or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine not more then five hundred dollars.

“Other dangerous weapons”—Those mentioned in M.G. L> Chapter 269, section 12 and other weapons as defined using the “reasonable man standard.”
Disciplinary Action Relative to Student with Special Needs

Students with special needs as defined the M.G.L., ch71B (chapter766), shall be subject to the provisions of the code except as provided by the section.

An underlying principle of Charter 766 is that students with special needs be treated in a matter that most closely resembles their peers in regular education, while at the same time considering their unique programming needs. This state policy of disciplining students with special needs puts in place procedures that assure the students receive the procedural protection to which they are entitled when suspension is proposed. The student’s special needs education program is reviewed for implementation and appropriateness; an alternative form of education is provided whenever suspension is allowed; and the department of education assumes its approval responsibly in a consistent and sound manner. It does not prohibit school administrators from suspending students in all cases. However, where it permitted, the policy requires that suspension and the development of alternative program, be consistent with federal and state law.

A cumulative suspension exceeding ten school days of expulsion of a student with special needs from a public school constitutes a change of placement, which may be accomplished only through team evaluation and placement process specified in the law. With respect to removal of students with special needs from public school, M.G.L. Ch 71B, Sec 3 it states the following. No school committee shall refuse a school age child with special needs admission to or continued attendance in public school without prior written approval of the Department of Education. No child that is refused shall be denied an alternative form of education approved by the department.

1. Suspension—Suspension is an action which results the removal of a student from the program which is prescribed to his/her IEP. This includes in-school suspension as well as any exclusion from transportation services which prohibit the student’s participation in his/her prescribed program.

2. General Requirements—The board of trustees shall ensure that:
   a. It has the appropriate procedure to notify the coordinator of special education or a designee of the misconduct for which the suspension is proposed.
   b. The number and the duration of the suspension is recorded by the school.
   c. The IEP indicates that whether the student can be expected to meet the regular discipline code or if a modification is required, it is written in the IEP.
   d. No student with special needs is suspended for more than ten cumulative days in the school year except as provided in this policy or is court ordered.

3. IEP review—When it is known that a suspension of a student with
special needs will accumulate more than ten days in a school year. A review of the IEP, as provided in section 33 of chapter 766 regulations will be held. If the student has demonstrated repeated instance of dangerously casualties or self abusive behavior, an emergency evaluation and placement may be made with parental approval pursuant to section 331.0 of chapter 766 regulations.

3. If the student does not have the IEP amended for his handicap condition or results from an inappropriate behavior. The school must make sure that it provides everything for the child's handicap.

4. If a hearing is requested the child can stay in school. Not unless the court has ordered him outside of school. Unless the child’s presence shows of being a threat to any child or himself.

5. The school may not suspend or in any other form exclude a child with special needs during the tendency of a board of special education appeals hearing or judicial proceeding brought to challenge a suspension on any determination under this policy unless a school district obtains a court order based on a showing that the students continued presence presents a submitted likelihood of injury to the student or others. This requirement is based on the supreme court holding in Honig vs. Doe.

6. Lastly –Sexual harassment will not be tolerated either by a student or by a teacher. Automatically will have an expulsion for the student. The teacher will have a suspension.

7. All staff members will be required to have a C.O.R.E. check.

8. We will encourage all the parent participation and volunteering. We would like to see ten hours a month as donated time for each child in our school. It can be a brother or sister aunt grandparent any one related or connected to the child.