The Cape Cod Lighthouse Charter School does not discriminate on the basis of race, color, national origin, creed, ethnicity, sexual orientation, gender, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.
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Board of Trustees 2019-20 38
From the Director

Welcome to the 2019-2020 school year!

This handbook is designed to let you know about our policies and procedures, and it is another way to keep you posted on your rights and responsibilities as parents of students in a Massachusetts public school. As a public school, CCLCS is required (and happy) to legally inform you of your rights, and to have a copy of this handbook on file with the Massachusetts Department of Elementary and Secondary Education.

Please read through this handbook with your children. We hope you can use this information to come to a better understanding of our school and the policies and procedures that we use to guide us through some of the complex situations which may arise during the school year.

As a CCLCS graduate reflected a few years back:
"I've learned a lot about myself at CCLCS. A LOT. The main thing I learned about myself is my will. My will to go on and how far I'm willing to push myself to accomplish goals... how to cooperate with others as a team and build independent strength. The community aspect is what CCLCS is all about, isn't it? It's about feeling safe as a whole and looking out for one another. Protecting one another and building life lasting bonds and skills..."

Feel free to use this handbook as another link in building the kind of supportive community that helps our students to thrive. Please do not hesitate to contact me with questions, concerns or comments. We all are looking forward to a great school year.

Sincerely,
Paul Niles
Executive Director
I. School Origins

A. Education Reform Act, Purpose of Charter Schools

In 1993, the Massachusetts Legislature passed into law the Education Reform Act, mandating the development of Charter Schools. According to the Education Reform Act, Charter Schools were established to “stimulate the development of innovative programs within public education; to provide opportunities for innovative learning and assessments; to provide parents and students with greater options in choosing schools within and outside their districts; to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; to encourage performance-based educational programs; and to hold teachers and school administrators accountable for students’ educational outcomes.” (M.G.L. Ch. 71, sec. 55, 1993). During school year 1993-94, fourteen charter schools were approved, with the Cape Cod Lighthouse Charter School (CCLCS) being one of them.

B. Mission Statement

Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure. We appreciate and understand middle school-aged students. We enjoy the often-undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.

Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.

C. Governance

As a Commonwealth Charter School CCLCS is governed by an elected Board of Trustees of community members, parents, and faculty representatives. Working closely with administration and staff the Board oversees DESE compliance, financial stability, faithfulness to the charter, and long term organizational viability. Board meetings held at the school the third Monday of every month at 6 p.m. unless otherwise noted. All meetings are open to the public with agendas posted on the school website and in the front window of the school. Meeting minutes are also posted on the website.
II. Charter School Campus

A. General Safety

CCLCS is located in a commercial area. Consequently, the school has implemented specific procedures to ensure student safety.

1. Behavior while traveling off-campus: Students frequently travel off-campus for various activities in school-owned vehicles and parent-driven vehicles. There are several rules that must be followed to ensure the safety and driver liability:
   a. Students must wear seat belts at all times.
   b. Behavior while in a vehicle is not dependent upon whether or not the driver is a teacher or a parent. All drivers must be respected.
   c. The radio is controlled by the driver.
   d. Students are not permitted to eat or drink in school vehicles without permission.
   e. The vans are limited to 11 passengers in addition to one driver.

2. Students are not allowed to walk off-campus before, during or after school unless accompanied by an adult or with written parental permission. Permission slips are available in the office.

3. Evacuation Drills occur in accordance with the Town of Harwich police and fire ordinances, and with our CCLCS crisis plan. Exits are clearly marked leading from or adjacent to each classroom.

B. Maintenance

Maintenance of the school premises is a community activity. Students are expected to help in the daily cleaning of the school by helping with recycling, picking up after themselves particularly after eating, emptying trash containers in their classrooms, returning items to their proper places after using them, and refraining from throwing trash on the floor. Students are also responsible for keeping their cubbies neat.

III. School Policies

A. Anti-Bullying & Anti-Hazing Policies

DEFINITIONS
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:

causes physical or emotional harm to the target or damage to the target’s property;
places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

creates a hostile environment at school for the target;

infringes on the rights of the target at school; or

materially and substantially disrupts the education process or the orderly operation of a school.

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

Hazing is the term used in this section to mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. CCLCS abides by MGL 269, 17-19. A copy of this section of the Mass General Laws can be found on our school website under ‘Governance’.

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.

Harassment, intimidation or bullying may take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, social exclusion or isolation, or other written, electronically transmitted acts (via email, website postings, blogs, or cell phones), oral or physical actions.

Since bystander support of harassment or bullying (“egging on”) can reinforce these behaviors, CCLCS prohibits both active and passive support for acts of harassment or bullying. Students are encouraged to resist active or passive involvement in these acts when they see them, constructively attempt to stop them, and report them to a teacher or staff member.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of a student who violates this policy, and to remediate
the impact on the victim. This includes appropriate intervention(s), restoration of a safe and welcoming climate, and support for victims and others affected by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

**B. Athletics Policy**

CCLCS' Interscholastic Athletic Program, as its mission, seeks to parallel these ideals by providing the CCLCS student community with an extracurricular environment supportive of the academic programs. The CCLCS athletic program fosters self-discipline, respect for self and others, and ethical competitiveness so as to promote personal responsibility, skill development, physical fitness, moral courage, altruism, as well as an appreciation for team and school spirit. The program operates under the guidance of adult school community members.

School teams compete against other public and private middle schools in a schedule built by the Athletic Director in advance of each season. The school offers interscholastic middle school competition in boys/girls cross country, boys/girls soccer, girls field hockey, boys/girls basketball, baseball and softball.

The Massachusetts Interscholastic Athletic Association (MIAA) Middle Level Athletic Committee states that “Interscholastic schedules at the middle level should include all middle level grades within the building.” In order to accommodate this directive, we will institute the following procedures:

- For each sport each season, a limit of the number of participants allowed on the team will be set by school administrators. This number will be determined by the resources (coaches, facilities, transportation) available each season.
- Seventh and eighth grade students will be allowed to sign up for the team automatically, without the possibility of being cut.
- Sixth grade students will be eligible for competing for any remaining spots on the team. If more students sign up than the available spots, the coach will need to cut students to reduce the team to the number that can be accommodated.

A fee of $30 is charged per student per sport.

**Playing Time Guidelines**

Student athletes at CCLCS bring a wide range of abilities and commitment levels to their sports. Some athletes are amongst the elite at their age levels. Other athletes may be trying a sport for the first time. The playing time guidelines outlined here are designed to honor both kinds of athletic team participation. Committed competitive athletes deserve an experience that will hone their skills and keep them on track to meet their larger athletic goals. Novice team members deserve the chance to experience the many benefits that result from successful participation in school based team sports.
All eligible student athletes have the right to participate equally in practice sessions. Although coaches may at times “split squads” for smaller practice experiences, students of all ability levels should have equal practice time.

All eligible students suiting up for a specific contest are guaranteed to get playing time as long as they are behaving appropriately, but playing time may not be equal. Coaches reserve the right to apportion playing time in a game in response to the flow of the contest.

Coaches have the right to set playing rosters that differ from game to game. Coaches should set game rosters in an attempt to balance competitiveness and inclusiveness.

All policies outlined in this section of the Handbook are in accordance with the rules and regulations of the Massachusetts Interscholastic Athletic Council.

**Academic Requirements for Student Athletes**

In order to participate on a team, student athletes are expected to maintain strong academic performance. During each sport season the Executive and/or Associate Director or their designee will frequently review and, when necessary, generate an academic progress report. The reports will generate a “Pass”, “Borderline”, or “Fail” score, based on the following criteria:

- **Pass** = C average or better in all classes
- **Borderline** = D average in one or more classes
- **Fail** = F average in one or more classes

Any student athlete who receives a “Fail” will result in temporary suspension from the team until the grade is raised. A student must demonstrate academic progress in order to continue to participate. Any student athlete who receives a “Borderline” will be given a timeline by which they must demonstrate academic progress. If a student does not meet said timeline, they may be suspended from the team. The suspension will remain in effect until academic progress has been demonstrated.

Any student with an unexcused absence from school on the day of a meet/game may not participate in the competition. Final decision regarding academic eligibility and participation in athletics will be determined by school administration.

**Behavior of Student Athletes**

Student-athletes are representatives of CCLCS and are expected to maintain proper school behavior at all times. Inappropriate behavior or poor sportsmanship, either in school or at a game or team function, is subject to the disciplinary code in the Student Responsibilities section of the CCLCS Handbook, and may additionally include suspension or dismissal from the team. Any student who receives community service or other disciplinary action on the day of a game will be held responsible for that consequence.
C. Clothing Policy

It is expected that students will take pride in their personal appearance at CCLCS. Student dress should be within reasonable limits. If there is a question about student attire, teachers/administrators may contact parents with a request for more appropriate clothing or a student may be asked to change into CCLCS apparel. The dress code at CCLCS includes but is not limited to the following guidelines:

• Footwear must be worn to school, and appropriate footwear must be worn to P.E. classes and seminars. Students may not participate in P.E. class without proper footwear.
• Shirts and blouses must fully cover the back, chest and midriff.
• Shorts must meet or fall below mid-thigh.
• Clothing that promotes the use of drugs, violence, alcohol or tobacco, or has suggestive language, is prohibited.

D. Concussion Policy

Management of Head Injuries & Concussions
CCLCS seeks to provide a safe return to activity for all students following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in insuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day and are fully recovered prior to returning to activity.

CCLCS will make sure that student athletes and their parents, coaches, athletic director, nurse and physician learn about the consequences of head injuries and concussions through training programs and written material.

The law requires that athletes and their parents inform the school nurse and their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious or suffers a known or suspected concussion during a game or practice, the law mandates removing the student from play or practice, and requires written certification from a licensed medical professional for “return to play.”

The law also prohibits coaches, trainers and others from encouraging or permitting a student athlete to use sports equipment as a weapon or to engage in sports techniques that unreasonably endangers the health and safety of him/herself or other players.

All athletes, their parent and coaches will participate in a yearly mandated training program before the start of the season.

Recognition of Concussion
A concussion is a brain injury and all brain injuries are serious. Concussions can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious
and may result in complications including prolonged brain damage and death if not recognized and managed properly. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs & symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child/player reports any symptoms of concussion, or if you notice the symptoms or signs yourself, seek medical attention right away.

<table>
<thead>
<tr>
<th>Signs (observed by others)</th>
<th>Symptoms (reported by the athlete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Athlete appears dazed or stunned</td>
<td>• Headache</td>
</tr>
<tr>
<td>• Confusion</td>
<td>• Fatigue</td>
</tr>
<tr>
<td>• Forgets plays</td>
<td>• Nausea or vomiting</td>
</tr>
<tr>
<td>• Unsure about game, score, opponent</td>
<td>• Double vision, blurry vision</td>
</tr>
<tr>
<td>• Moves clumsily</td>
<td>• Sensitive to light or noise</td>
</tr>
<tr>
<td>• Balance problems</td>
<td>• Feels sluggish</td>
</tr>
<tr>
<td>• Personality change</td>
<td>• Feels “foggy”</td>
</tr>
<tr>
<td>• Responds slowly to questions</td>
<td>• Problems concentrating</td>
</tr>
<tr>
<td>• Forgets events prior or after the hit</td>
<td>• Problems remembering</td>
</tr>
<tr>
<td>• Loss of consciousness</td>
<td></td>
</tr>
</tbody>
</table>

These signs & symptoms, or any loss of consciousness, following a witnessed or suspected blow to the head or body are indicative of a probable concussion.

Continuing to play with the signs & symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent athletes will often under report symptoms or injuries. And concussions are no different. As a result, education of coaches, parents & students is the key for student athlete safety.

Any athlete even suspected of suffering a concussion must be removed from the game or practice immediately. When in doubt, the athlete sits out. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear. Close observation of the athlete should continue for several hours. The athlete may not return to play until they have been evaluated by a health care professional trained in the evaluation and management of concussions.

For further information on concussions visit:
http://cdc.gov/concussion/HeadsUp/youth.html

**E. Curriculum Exemption Policy**

The curriculum at CCLCS is aligned with the Massachusetts Curriculum Frameworks, the Common Core State Standards and other subject specific
national standards. Units of study are developed by Departments and teachers. All activities which occur in our school are directly related to the goals and objectives of the curriculum and have distinct academic purposes. Exemption of a student from class is permissible only for health classes or specific sections of the curriculum.

Exemption from health class is permissible with a note from a student’s parent/guardian. The health teacher sends home notification to families before teaching the following units: sex education, Signs of Suicide training, and mindfulness education. Parents are given the opportunity to opt out at that time.

Decisions regarding student exemption from classes for religious reasons are made in accordance with state and Federal guidelines on a case-by-case basis.

Exemption procedure:

1. Parents must write a letter to the Director stating their rationale for requesting that their child be exempted from a particular part of the curriculum.
2. This request for exemption will be reviewed by the Director and the teachers responsible for teaching the subject.
3. Their decision regarding the request will be communicated by letter to the parents.
4. Parents have the right to appeal that decision to a special committee of the Board of Trustees which deals with curricular issues. The Board must receive the complaint in writing. The Board has 30 days in which to respond to the written complaint.
5. If the parents are not happy with the Board's decision, they have the right to appeal to the Massachusetts Department of Elementary and Secondary Education.

F. Discrimination Policy

CCLCS does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act), or on the basis of sexual orientation, gender identity or religion in accordance with Massachusetts General Laws Chapter 76, Section 5.

Title I of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.
Title VI of the Civil Rights Act of 1964 prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.

Title IX of the Education Amendments of 1972 prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504 of the Rehabilitation Act of 1973 No otherwise qualified handicapped individual shall, solely by reason of (his/her) handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.

MGL, Ch. 76, Section 5: Massachusetts General Laws, Chapter 76, Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.

If you have any questions, complaints or need any information regarding any of the above named Titles, please contact the coordinators as follows:

Title IX, Title VI, and ADA, Sexual Harassment Coordinator is:

Paul Niles, Director
Cape Cod Lighthouse Charter School
195 Route 137 East Harwich, MA 02645
774-408-7994

504 Coordinator is:
Mary Marvullo, School Psychologist
Cape Cod Lighthouse Charter School
195 Route 137, East Harwich, MA 02645
774-408-7994

Grievance Procedure Policy for Students, Parents, and Guardians who feel that a regulation has been applied inequitably or unjustly:

1. The aggrieved party should attempt remediation through a conference with the Teacher involved. Should this prove to be unsatisfactory or undesirable, the grievance may be taken to the Director.

2. The aggrieved party, if dissatisfied, may present his or her grievance to the Director who after hearing the facts and after consultation with the Teacher, takes any action he or she thinks is indicated.

3. If the aggrieved party feels that the solution or decision is not agreeable to him or her, he or she may appeal to the Chairman of the Board of Trustees.

G. Harassment Policy

The Lighthouse School is committed to maintaining a school and work environment free of harassment of any kind, including harassment based on gender, race, color, religion, national origin, age, sexual orientation, or disability. The Lighthouse School expects all employees and members of the school community (Board of Trustees, parents, staff, students, and volunteers) to conduct themselves in an appropriate and professional manner with concern for their fellow employees and students.
Harassment in any form will not be tolerated. Harassment may include but not be limited to:

1. repeated or persistent offensive remarks
2. intimidation for favors
3. overt threats or demands
4. unwanted physical contact
5. display or circulation of written materials or pictures of a derogatory nature.

Any violation of this harassment policy should be brought to the attention of the Director or classroom teacher in the case of a student. In the case of an employee or a school community member, violations should be brought to the attention of the Director. In the case of an alleged impropriety on the part of the Director, a report shall be made to the Chairperson of the Board of Trustees. Upon such notice, an investigation will be completed and appropriate action will be taken.

Any employee or member of the school community found to have engaged in harassment shall be subject to sanctions, including but not limited to, a warning, suspension, or expulsion for students, and a warning, suspension, or termination of employment for staff.

Under certain circumstances, harassment (particularly sexual harassment) may constitute child abuse under Massachusetts law G.L. c. 119, 51A. The Lighthouse School shall comply with Massachusetts laws in reporting suspected cases of child abuse.

**H. Medical Policy**

**Nut-free**

CCLCS conducts an annual analysis of student medical data. Based on these findings, the school may determine that being nut free is a necessary course of action. Students and families will be notified if it is a nut free school year before the first day of school. The decision to be nut free is to ensure the safety of students with severe allergies to nuts and products that contain nuts. Please carefully read labels to ensure that your child is not bringing to school any foods that may contain nuts.

**Student Emergency Information Sheet**

The Student Emergency Information Sheet must be completed and returned as close to the first day of school as possible to be kept on file in the office. Three separate telephone numbers would be appreciated, whenever possible. Please be sure there is a LOCAL person listed who can be reached when you are not at home. Only first aid treatment can be provided at school. No student is allowed to leave the school alone when ill, and parents are expected to provide transportation. Please inform the school nurse of any medical problems that could affect the student’s performance in school.
Medication
No medication will be dispensed in school unless prescribed by a physician. When a student is required to take medicine during school hours a consent form must be signed by the parent and physician BEFORE any such medicine will be dispensed. The first dose of any newly prescribed medication should be given at home. The medicine must be in a labeled prescription bottle and must contain no more than a 4-week/20-day supply. The medicine will be kept under lock and key and dispensed only by the school nurse or her designee. These rules also apply to all over-the-counter medications except Tylenol and Tums which may be dispensed with written parental consent during the school day. If your child is undergoing orthodontic treatment or is prone to headaches, it is advisable to have a signed consent form for pain relievers on file. These forms are available from the nurse. For students in need of medication on long-distance or overnight field trips, policies and procedures have been developed and are available from the school nurse.

Physicals/Immunizations
1. All students must be up to date and current on all immunizations. This information must be on file in the office with the nurse. Failure to comply with this policy may cause your child to be excluded from school.
2. Parents should inform the school nurse of ANY immunizations or physical exams that a student received from a private physician, hospital, or medical center at any time in order that the health record of each student be kept current and accurate.
3. All students entering grade 7 must have received: a second dose of live measles containing vaccine (MMR), 2-3 doses of Hepatitis B, 1 Td Booster (if it has been 5 yrs. since the last dose) and 2 doses of Varicella Vaccine (or a Physician-certified reliable history of Chicken Pox).
4. All candidates for athletics must have a recent physical exam (within 13 months) on record before participation in a school sport, including practice.
5. All students must have one physical examination between their 6th to 8th grade school years. Forms for physicals are available in the office from the nurse to take to your pediatrician.

Annual Health Screening:
1. Vision and hearing screening (grade 7).
2. Height, weight, BMI (grade 7).
3. Scoliosis Screening (all grades).

If you have questions regarding school health policies, please call the school nurse.

I. Physical Restraint Policy
CCLCS seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, CCLCS seeks to ensure that every student attending our school is free from the unreasonable use of physical
restraint. Physical restraint shall be used only in emergency situations, after lawful and other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

* to administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and
* to prevent or minimize any harm to the student as a result of the use of physical restraint.

In accordance with the Code of Massachusetts Regulations (603 C.M.R.. 46.03), CCLCS seeks to ensure that:

**Prohibition:**

a.) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

b.) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1.) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2.) All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3.) There are no medical contraindications as documented by a licensed physician;
4.) There is a psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5.) The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and;
6.) The program has documented 603 CMR 46.03(1)(b) 1-5 in advance of the use of prone restraint and maintains the documentation.

c.) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

d.) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

**Physical restraint shall not be used:**
a.) As a means of discipline or punishment.

b.) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, cardiac conditions, obesity, bronchitis, communication related disabilities, or risk of vomiting;

c.) As a response to property destruction, disruption of school order, a student’s refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

d.) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Use of restraint:

a.) Physical restraint may be used only in the following circumstances:

1.) when non-physical interventions would not be effective; and

2.) when the student's behavior poses a threat of imminent, serious, physical harm to oneself and/or others.

b.) Limitations on use of restraint - Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Definitions

As used in 603 CMR 46.00, these terms shall have the following meanings:

1. Extended restraint is a physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.

2. Physical escort is the touching or holding of a student without the use of force for the purpose of directing the student.

3. Physical restraint is the use of bodily force to limit a student’s freedom of movement.

Training

Annual training is required for all staff and is to occur within the first month of each school year, and for employees hired after the school year begins, within a month of their employment.

At the beginning of each school year, the executive director or his/her designee, shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Only trained school personnel shall administer physical restraints. Such staff shall participate in in-depth training in the use of physical restraint. The content of the in-depth
training shall include, but not be limited to: (a) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint. See 603 C.M.R. 46.03(3) and 46.03(4).

**Reporting Requirements**

CCLCS staff shall report the use of any physical restraint as specified in 603 CMR 46.06 (2).

The staff member who administered the restraint shall verbally inform the executive director of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the executive director, or his/her designee. The director, or his/her designee, shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the DESE, upon request. If the executive director has administered the restraint, he/she shall prepare the report and submit to a team designated by the Board of Trustees for review.

The executive director, or his/her designee, shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. If the school customarily provides a parent or guardian of a student with report cards and other necessary school-related information in language other than English, the written restraint report shall be provided to the parent or guardian in that language.

**J. Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

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

Receive notice and an opportunity to opt a student out of:
1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:
1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

K. Physical Education Policy

1. Students should wear clothing that they can move around in easily and clothing that is weather appropriate. Athletic sneakers must be worn to P.E. class.
2. Emphasis is placed on effort and attitude as opposed to achievement. It is more important that students cooperate with others and try to succeed rather than measuring their success by the number of times they hit a ball or score a goal. Teamwork, encouraging others, and playing fairly, safely, and hard are the keys to success in Physical Education (P.E.) classes.
3. Students are encouraged to bring individual water bottles to class every day.
4. Students are responsible for protecting themselves from the sun and weather. This means that students should remember to wear hats, sunblock, and any other items necessary to keep themselves healthy outdoors.
5. P.E. classes emphasize safety first and fun second. Students are to be responsible for their own safety and for the safety of those around them. Students shall: wear a seat belt when traveling to and from practice and games; refrain from engaging in play with the equipment until everyone is ready; and watch out for themselves and others at all times.
L. Religion Policy

**Treatment of Religion in the Curriculum:**
No staff person shall provide religious instruction, i.e., teach theology and dogma for the purpose of proselytizing. However, all staff may read from holy works, discuss the historical implications of a religion, and explore the religious beliefs of a culture or country as part of an academic subject’s curriculum.

**Celebration of Religious Holidays:**
In accordance with G. L. Ch. 151C, sec. 2B, CCLCS recognizes and supports a staff person’s or student’s right to observe religious holidays. Any staff person wishing to observe a religious holiday that does not fall within regular school vacations may take a personal day. A student for whom a religious holiday falls outside the regular school vacations will be accommodated in the following manner: the student will be excused from attending classes on the religious holiday and will be provided an opportunity to make up work or tests missed due to the absence. No adverse or prejudicial effects shall occur to any student because of absence due to observance of religious holidays.

In accordance with G.L. Ch. 71, sec. 31A, CCLCS has set the following guidelines around the celebration of religious holidays:

1. Musical selections for the annual Winter Concert, artistic displays, and other projects relating to holidays reflect the school’s desire to provide students with a heightened awareness of the diversity of religions and cultures around the world.
2. Within the context of a curricular activity, religious holidays may be studied, the purpose of which is to further the educational and cultural experiences of students.

M. Translation and Oral Interpretation Policy

CCLCS is committed to providing written and oral translation of school documents to families who are unable to read or understand spoken English well. School offices will maintain a translation folder containing the products of all school policy level translation requests.

Families can request translations or oral interpretation by filling out a translation/interpretation request form and submitting the form to the school’s Director.

Spanish and French translations and oral interpretations will be completed by school staff. Other translations and interpretations will be completed by outside service providers.

Many special education materials have already been translated by the Department of Elementary and Secondary Education, and school personnel will use this resource when available.

N. Student Attendance Program at CCLCS

The purpose of this program is to establish appropriate steps and actions that CCLCS can take to assist families struggling with daily attendance.
1. After 5 unexcused absences, families will receive an intermediary letter to the mailing address on file.
2. After 3 more additional unexcused absences, a second letter will be sent requesting a meeting and indicating that a CRA may be filed. The purpose of the meeting will be to identify the primary reason for truancy (medical, psychological, refusal). The team will create a plan to address absenteeism.
3. A CRA will be filed if student reaches the next level of unexcused absences, as defined in meeting.

**Absenteeism Categories / Meeting Guidelines:**

- Medical: Proper documentation must be submitted to CCLCS.
- Psychological Health: A meeting will be held with the student’s legal guardian, school psychologist, school nurse, Assoc. & Exec. Directors, HR teacher, and possibly student. The meeting may also include community based representatives. The team will set up an appropriate action plan to address absenteeism.
- Refusal/Defiance: A meeting will be held with the student’s legal guardian, the Assoc. & Exec. Directors, and the school’s Attendance Officer. The meeting may also include a District Attorney representative. The team will set up an appropriate action plan to address absenteeism.

**O. Student Pregnancy Policy**

CCLCS does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of pregnancy status. Pregnant students shall have access to all areas of educational and extracurricular programming available to non-pregnant students. Pregnant students shall have access to the services of the school’s nurse as needed in order to encourage maximum participation in school programming.

**P. Student Records Policy**

As of 1975 the State Board of Education has issued a complete set of regulations regarding the keeping of student records within our schools. These regulations were adopted to insure the right of confidentiality and to provide for inspection of such records by parents and eligible students.

There are basically two types of records. The first is the permanent record, consisting of the very basic information, such as name, address, phone number, birth date, parents, courses, and grades. The second is the temporary record, consisting of test scores, teacher evaluations and extracurricular activities.

Parents and eligible students may inspect, obtain copies at a reasonable fee, and have interpreted, either by professionally qualified school personnel or a third party of their choice, any data contained in the student’s record. Access will be provided as soon as possible and within 10 days of receipt of a written request made to the Executive Director.
If there is a legal need for a non-custodial parent to have their rights of access restricted, the school will need to have a letter from the custodial parent explaining the situation.

**Q. Wellness Policy Statement**

Families are the primary teachers and caregivers for their children. The present and future health, safety, and well-being of students are also the concern of CCLCS. Schools have a duty to help prevent unnecessary injury, disease, and chronic health conditions. Poor nutrition hampers academic achievement while increased physical activity leads to higher academic achievement. For students to learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors:

- CCLCS will be a safe and healthy place for children and employees to learn and work, with a climate that nurtures learning, achievement, and growth of character.
- All students will be taught the essential knowledge and skills they need to become “health literate” - that is, to make healthy choices and avoid behaviors that can damage their health and well-being.
- CCLCS will be organized to reinforce student’s adoption of healthy behaviors and school staff will be encouraged to model healthy lifestyles.

Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially.

**IV. School Procedures**

**A. Operations**

**School Hours:** The students’ school day begins with homeroom at 8:35 a.m. and ends at 2:55 p.m. The earliest time that students should be dropped off at school is 8:10 a.m. Students arriving early should report to quiet study hall in a designated classroom. Students must be picked up after school or take the school bus by 3 p.m. unless they are participating in a school activity. Adherence to the 3 p.m. pick up time is extremely important since staff will be either in meetings at that time or engaged in after-school activities with other students.

**School Cancellation:** CCLCS will contact each family via phone with cancellations. Snow cancellations are also announced on area media.

**Visitors:** All visitors to the school must report to the office and sign in to receive a visitor badge.

**Attendance:** The Department of Elementary and Secondary Education (DESE) requires that all schools maintain a minimum of 95% attendance and holds the school accountable for assuring that this requirement is met. The state of Massachusetts defines a student as chronically absent if they miss 18 or more days of school in one school year. Individual student attendance is reported to the DESE quarterly. Tardiness and early dismissals are considered attendance.
issues. If your child will not be in school, the school must be notified no later than 8:30 a.m. Please call 774-408-7994 and leave a message. If a student is absent for two or more consecutive days, a homework packet may be requested.

Time on learning is of the utmost importance to CCLCS. Every effort will be made to address excessive tardies and absences informally. In the event that a student accumulates a substantial number of tardies or absences, parents will be notified with a formal letter which will trigger a parent conference with school administrators. Chronic attendance issues which remain unresolved may necessitate notification to the Department of Children and Families or the filing of a Child Requiring Assistance (CRA) petition with the court system. In addition, a hearing may be held with the parents and the school director, along with the student’s team of teachers, for students with absences and/or tardies in excess of 15 days. A student with absences in excess of 30 days will trigger an administrative review to determine if the student is eligible for promotion to the next grade. Special help is provided for specific, documented, excused absences, such as medical issues.

**What is an excused absence or tardy?**
To have an absence or tardy excused, legal guardians must call or email the school no later than 8:30 am on the day of the absence with a valid explanation (see below). **If the school does not receive an email or phone call, the absence will be considered unexcused.** A doctor’s or legal note will also be accepted.

The following absences and/or tardies are considered **EXCUSED WITH VALID REASON** once the school has been notified:

- Illness of the student
- Doctor/Dentist appointment
- Death in the family
- Quarantine
- Court or Administrative proceedings
- Religious holiday

In the event that a student incurs 2 or more consecutive excused absences, a written note from a doctor or a legal note will be required for CCLCS to excuse any further absences.

The following absences and/or tardies listed below and all other absences and/or tardies not listed above are considered **UNEXCUSED**:

- Oversleeping
- Family vacations
- Visiting family
- School refusal/Defiance

**Please note: It is at the discretion of the school to define and determine excused and unexcused absences.**

Early dismissals are listed on the morning attendance sheets. Please notify the school office when a student is to be dismissed early. Any student dismissed
before 2:55 p.m. must be signed out at the office except students dismissed early because of illness, who will be signed out by the School Nurse. Students dismissed before 11:40 a.m. will be marked absent for the day. **Please note:** A student must be present in school in order to participate in extracurricular activities after school, including sports and clubs. Students dismissed before or arriving after 11:40 a.m. are considered absent, as they will have been in attendance for less than half the school day. Students arriving after 8:35 a.m. are considered tardy and must report to the front office to sign in.

**Breakfast, Lunch & Snack:** The school is nut free to ensure the safety of students who have severe allergies to nuts. **Please ensure that your child does not bring ANY food items that may contain nuts.** Students should bring a healthy snack and lunch along with a drink to school. Because the school does not have a cafeteria, arrangements have been made with local restaurants so that we can offer breakfast and lunch every day to all grades. **Students are not permitted to bring soda, energy drinks or coffee to school.**

The school offers a **free- and reduced-price breakfast and lunch program.** Forms are due annually and are available throughout the year on our website or through the school office.

Breakfast costs $2.50 and lunch costs $4.00 and must be paid for in advance. Lunch is offered with milk and/or orange juice. A ¾ cup of fresh vegetables are also available. You must choose a fruit or a vegetable when ordering a lunch. If you don’t choose one, a vegetable will be ordered for you. Milk may be ordered separately for $.50, or juice for $.25.

• Breakfast and lunch orders and payments for the following week are submitted online via the EZ Parent Center at [www.ezparentcenter.com](http://www.ezparentcenter.com).

• Absences: when you call in an absence, please let us know to cancel & credit their breakfast and/or lunch for that day.

• Tardies: if you know your student will arrive late on a day they have a breakfast and/or lunch order, please call by 8:30 a.m. and let us know if they will be here for either meal. Otherwise, we will cancel orders for students not present at that time.

**B. Transportation**

Families must provide transportation to and from school (i.e. parents, car pools, public transportation options). For families from Bourne to Dennis a parent founded bus service for our students has been established. For information, please contact kscichilone@cclcs.info. DART and Flex buses operated by the Cape Cod Regional Transit Authority serve the school. A student Charlie Pass is available for students at the CCRTA transportation center in Hyannis. For schedules and contact information: [www.capecodtransit.org](http://www.capecodtransit.org)

**Dismissal:** Because student safety is of primary concerns, special dismissal procedures have been implemented and must be followed. Students riding buses (Lighthouse buses, FLEX bus or DART bus) will be dismissed first. Students
being picked up will be dismissed as soon as the buses depart. Walkers are to remain in the building until all cars have left.

**Safe parent /carpool pickup of students:** Hall’s Path is the access road for the school. Earliest arriving parents are directed to park or line up adjacent to the school on the Hall’s Path side. As that area fills, cars will be directed through the parking lanes to form lines. Please do not park in front of the school for regular dismissal so the bus drivers have full visibility and no traffic hazards.

- Students staying after school are to remain in the building and wait for the teacher with whom they will be working.
- Students are not allowed to walk off campus before, during or after school unless accompanied by an adult or with written parental permission on file in the school office. Permission slips for walkers are available in the office.
- All school behavioral codes apply to the buses as well. Students who misbehave on the bus are subject to school disciplinary policies. Penalties may include being suspended or expelled from the bus.

Although many of our students ride the buses, many ride in carpools and are picked up each day by different drivers. For safety’s sake we require that anytime someone other than a parent or carpool member is picking up a child, the office be notified by the parent, identifying the person authorized to pick up the child. Please ask the person to identify him/herself to a staff member. If the person is picking the child up before dismissal, please ask him/her to come to the office and sign the child out before 2:45PM. All students biking to and from school must wear proper helmets.

**C. Building Use**

For safety and liability reasons, public use of CCLCS buildings is generally limited to school activities that are directed by CCLCS staff. Outside groups interested in using school facilities should contact the school’s Executive Director.

**V. Student Services**

**A. Counseling**

The individual counseling needs of students and their families are met in a variety of ways.

**Counseling Services:** In those cases where student or family needs exceed the domain of the school, parents will be referred to professional services and counseling. In cases where a student is at-risk, the school will intervene according to the mandates of Massachusetts educational law. The school psychologist is available at all times for immediate advice, intervention, and referral.

**In-school Counseling:** The school offers the services of a school psychologist to assist students with problems that can be dealt with on a short-term basis.
CCLCS also contracts with a therapeutic counselor through Gosnold’s school based program two days a week.

**B. Special Education**

In accordance with Chapter 766 and the Individuals with Disabilities Education Act of 2004, the school operates special education programs that fully meet the needs of students with Individuals Education Programs (IEPs). The school employs a Special Education Administrator and Coordinator, a full-time school psychologist, three full-time special education teachers and several support staff. Parents with students who have special needs are urged to meet with the special education teachers as early in the school year as possible if they have questions about their child's program.

**504 Accommodation Plan**

Students with disabilities who do not require special education services to make progress in general education may be entitled to accommodations under Section 504 of the Rehabilitation Act of 1973. The school ensures that students with disabilities have meaningful opportunities to participate in all aspects of school on an equal basis with students without disabilities. If you have a child with a disability, please contact the school psychologist for more information on 504 accommodation plans.

**Instructional Support Intervention Team**

A school team meets on an as-needed basis to assist students who are experiencing educational, physical, social and/or emotional problems. If you have concerns regarding your child’s development, please discuss with your child’s teacher, school psychologist, or the school director.

**Disciplinary Actions**

State and federal regulations provide certain protections relevant to disciplinary action for students who are eligible or may be eligible for special education services. Please refer to the “Student Responsibilities” section of the handbook for more information.

**VI. Parent/Guardian Responsibilities**

**Volunteering**

Parental participation is an integral part of CCLCS. We depend on parent help for school activities throughout the year. If your work schedule prohibits you from coming in to school during the day, there are many other ways in which you can help. With the help of our parents, we are able to provide a rich and diverse education for students. For more information watch for updates in the school’s weekly "Notes to Home" email about Parent Group activities and volunteer opportunities.
VII. Student Responsibilities

Statement of Purpose
CCLCS seeks to encourage in each student a sense of self-discipline with individual responsibility and accountability for one's actions; self-respect as well as respect for others; and a personal code of behavior which reflects the values of family and the school's community.

In order for our school to be successful, everyone in the school must do the following:

• work towards the educational goals and objectives of the CCLCS
• preserve individual dignity
• recognize and honor the rights of others as well as ourselves.

For students to learn, get along with each other, and feel happy, they must be in an orderly atmosphere with fair, well-understood rules. The goal of positive discipline should be to turn poor behavior into good behavior. Parents and guardians are important people in the school community. Family support reinforces the school's disciplinary effort and is crucial to assisting teachers by encouraging appropriate behaviors.

CCLCS, its teachers, families, students and volunteers, are committed to creating an extraordinary educational environment in our school. Our school must be as safe, secure, and trouble-free as possible. We know that the learning process is substantially enhanced by order, cooperation, and respect. We, as a community, will abide by a code of conduct (standards, expectations, and consequences) that will preserve this educational environment. We support and defend high expectations and expect others to do the same.

Individual Rights and Responsibilities
CCLCS, as a public school, recognizes the importance of its responsibility to educate students. We will strive to establish a curriculum and a working community based on academic freedom. Certain individual rights and responsibilities are considered essential to our school community. They are:

• The right to be respected as a member of the community.
  In turn, each student is responsible for treating others the way s/he would like to be treated.

• The right to receive the best possible education.
  In turn, each student is responsible for being prepared to work in class and on homework to the best of his/her ability, and for cooperating with teachers and classmates.

• The right to feel safe and secure in school.
  In turn, each student is responsible for following the discipline code of the school and to respect his/her classmates and their property.

• The right to be treated fairly.
  In turn, each student must accept the consequences of his/her behavior.
**Setting Clear Expectations**
At the beginning of the school year each student at CCLCS is expected to understand and sign a copy of the behavioral contract below. This contract translates the rights and responsibilities detailed above into a clear set of behaviors that can help to guide student actions during their time at CCLCS.

**A. Universal Student Contract**
The following contract is designed to serve as a guide for helping students understand the kinds of behaviors towards other students that are most helpful in creating a safe, supportive environment where all students and adults can learn and develop to the best of their potential. The main value at the heart of the school's behavioral code is that all members of the school community respect each other and work to support each other. Putting the values of respect and support into action means that members of the CCLCS community must pledge to avoid certain behaviors that tend to harm others in the community, and behaviors that can weaken the learning environment. This contract clearly spells out some of the behaviors that students agree to avoid in order to ensure a healthy, supportive learning environment.

Most students at CCLCS already follow these behaviors, and some students will probably only need occasional reminders. It is possible that some students may have a harder time following these rules. If a student is found to be a “repeat offender” and participates in behaviors that break this contract on a regular basis, that student will receive an individual behavioral contract that spells out the consequences of breaking these rules in greater detail.

**The Universal Student Contract:**
As a member of the learning community at CCLCS, I understand my behavior is an important ingredient to building a strong, supportive community of learners, and I agree to follow all parts of the behavioral code described in this document. All students and parents agree to the Universal Student Contract by signing the Handbook Letter.

“I agree to demonstrate respect for CCLCS through care of the building, school equipment and all school resources. This includes contributing to keeping our physical space clean and healthy, as well as taking care of and not damaging school property, from paper clips to vans.”

“I agree to act as a thoughtful and responsible representative of CCLCS on school grounds and in public spaces. I recognize I am a reflection of my community and should act with courtesy and consideration for the safety and comfort of others. This includes walking (not running) in the hallways and on the sidewalk, demonstrating appropriate behavior in the vans, and using appropriate language and behavior on school trips.”

“I agree to respect the learning climate at CCLCS by coming to classes prepared and on time, and by behaving appropriately and positively in the classroom.
setting. This includes a commitment to honesty in my schoolwork, avoiding cheating and plagiarism (copying).” See the Academic Integrity Policy on page 34.

“I agree to never “put down” or “pick on” another student or staff member with my remarks or actions, or participate in “bullying” other students.”

“I agree to avoid participating in gossip or in circulating notes or other written or electronic (such as messaging or texting) materials that could be designed to hurt somebody else’s feelings.”

“I agree to avoid unwanted physical contact with other students, and if a student or staff member asks me to stop such behavior, I will do so immediately.”

“I agree to respect other people’s possessions, and keep my hands-off others’ pens, papers, schoolwork, backpacks and anything else that does not belong to me.”

“I understand that if I break these rules I will be hurting myself, my friends and the CCLCS community. In addition, I will risk earning penalties, ranging from a loss of privileges (e.g. field trips) to more serious penalties (e.g. suspension).”

"I understand that a student who consistently breaks the rules may require an Individual Behavioral Contract with specific and very clear expectations and consequences."

**B. Responsible Use of Educational Technology**

All students and staff at CCLCS will have access to school provided technology as part of their learning environment. It is expected that CCLCS community members will sign and abide by the Responsible User Policy when using technology at the school. A more detailed version of the Responsible User Policy can be found on the school’s website. CCLCS reserves the right to oversee and access all school related technology and accounts at any time.

1.) **USAGE:** Students will use technology responsibly and ethically.

Students will:

- Care for school-owned technology.
- Ask for permission before using any device.
- Use devices for school-related assignments only.
- Treat school computers and equipment with care and respect.
- NOT remove, damage, or misuse any equipment or accessories.
- Be gentle with keyboards, screens, chargers, and all other device features.
- Leave device preferences and default settings as they are (desktop background, toolbars, browser home page, language choice, etc.).
- Use an assigned computer whenever possible.
- Return devices to the proper cart, in the correct numbered slot, plugged in.
- Enjoy snacks and drinks away from devices.
- Visit only academically appropriate and relevant websites that filter mature content.
- Obtain teacher & subject permission before taking photos, videos, etc.
• Be responsible for paying for any damages that occur from misuse.

2.) **COMMUNICATION:** Students will use technology to interact with members of the school community and beyond and will always be kind, supportive, and respectful.

Students will:
• Turn off devices and store them in a designated area in each classroom when they are not in use.
• Take pictures and/or videos only when they have teacher and subject permission.
• NOT text, email, message and/or use social media networking during school hours and/or when on school property.
• Use the office or classroom landlines to contact guardians during the school day.

Any violation of technology guidelines may result in the loss of technology use and/or an individual technology contract. CCLCS reserves the right to oversee and access all school related technology and accounts at any time.

3.) **PERSONAL DEVICES:** Students who bring personal devices to school are expected to turn off their device upon arrival at school. Devices should remain off for the duration of the school day. Personal devices must be stored in a designated area in Homeroom. At the end of the school day, Homeroom teachers will return personal devices to students. Students may turn their devices on once they have exited the building for the day.

**C. Consequences for Breaking Rules**

**Very Serious Infractions**
The following very serious infractions, several of which involve criminal offenses as well as violations of the school's rules, can result in suspensions of up to 10 days or exclusion or expulsion by the Director. When a student is excluded from school, the Director may establish a list of conditions that must be completely met before the student can be readmitted to school. Any student suspended for 10 days or more or excluded or expelled may appeal the Director's decision, including the conditions for re-admittance, in writing to the Board of Trustees. The Board is the final arbiter in all disciplinary actions. However, if the Board upholds the Director's decision and the Director determines that the student has failed to meet the conditions set forth in his/her exclusion, the Director has final authority to deny the student's readmission to the school. These rules apply to behavior on the school premises or at school-related functions.

Very serious infractions include:
• Possession and/or use of a weapon
• Possession or use of explosives
• Possession, sale, distribution or use of drugs (illegal substances)
• Possession, sale, distribution or use of alcohol or alcoholic beverages
• Possession, sale, or distribution of tobacco products
· Misuse of over-the-counter drugs
· Extortion
· Giving false alarms
· Theft
· Arson
· Assault of staff or student
· Threatening health and safety of staff or student
· Battery of staff or student (e.g., hitting, beating up, etc.)
· Vandalism
· Hazing, bullying, and harassment (constantly “picking on” another student)
· Upon issuance of felony complaint against the student, if the Director determines that continued presence in school will have a substantial detrimental effect on the school's welfare.
· Any other action that seriously affects the educational process or safety of the school's staff and students.

Additionally, any breaches of Federal law, Massachusetts state law, or the by-laws of the Town of Harwich, will be handled in cooperation with the Harwich Police Department. It is also important for parents and students to understand that according to Massachusetts general laws (M.G.L. ch. 71, sec. 55), "A student may be expelled from a charter school based on criteria determined by the Board of Trustees and approved by the Secretary of Education with the advice of the principal and teachers."

Other Infractions
There are a wide range of other negative behaviors, similar to those described in the student contract, that can undermine the strength of the school community and thus require corrective action. At CCLCS we have developed tools to respond to these situations. The tools are designed for clear identification, communication, restitution to the community and, when appropriate, sanctions to allow increased self-awareness for the offender and a safe and appropriate learning climate for the “victims” of the misbehavior. Behaviors requiring such intervention include but are not limited to:

· disruption of the learning environment
· disrespect or bullying directed towards teachers or other students
· mistreatment of the physical setting or materials
· disobeying or being disrespectful of teachers or other adults in charge
· inappropriate contact with other people or materials
· treating others badly because of their ethnicity, religion, gender, sexual preference, family background or general appearance (see discrimination / harassment policies in this handbook)
· inappropriate or distracting items brought to school
· unsafe behavior in class or in shared spaces
· poor sportsmanship in group settings
· violation of the “Acceptable Use of Technology” contract
· inappropriate language.
Teachers and other adults in charge have a range of options available to address these situations. As noted in the Student Behavioral Contract, responses may vary depending upon how many infractions a student accumulates (see section on “Tracking of Student Behavior”). Teacher responses need to balance the need for consistency with the ability to appropriately judge the magnitude of a response in a given situation. As such, maintaining discipline is part art, part science. Teacher responses will include the following tools:

- verbal warnings
- time outs in the classroom area
- calls home to parents to discuss student’s behavior
- staying after school
- sending the student to a member of the Administration or the Office

**Tracking Student Behavior**

Behaviors requiring more than just verbal warnings, but not serious enough to be classified as “very serious,” can be managed through the “Think About It” process. This is a multi-step process that involves the following components:

1. Initial identification of the incident. At this stage, the staff member notices the incident and engages the student to begin processing.

2. After initial verbal processing, the student is prompted to fill in a “Think About It” (TAI) sheet. This may be done in the classroom, in a time out space outside of the classroom, or in the office area.

3. After the sheet has been filled out, the teacher or administrator determines next action steps and fills them in on the form. Steps can include a student conference with teachers or administrators, a parental meeting or phone conference, or loss of privileges for the student. Staff should be sure to follow special protocols that may have been developed for students on behavioral plans.

4. One of the adults processing the incident is assigned to take charge of the action steps.

5. The adult processing the incident informs all team members of the infraction, including the Associate and Executive Directors.

6. The Associate Director enters the incident onto the student’s electronic database file, records on the form how many forms the student has accumulated to date, and logs and transfers the sheet into the grade’s disciplinary notebook.

7. An accumulation of TAI forms may result in a suspension as well as a meeting with the student’s parents to address the root causes of the behavior and to discuss strategies to improve behavior (assuming such a meeting has not been recently held before this). As mentioned in the general Student Behavioral Contract, repeated misbehavior may require a more specific Individual Behavioral Contract.

Accumulation of "Think About It" sheets may trigger review of the student’s eligibility for field trips, athletics or other extracurricular activities. The review may determine that a student is ineligible, or it may trigger a warning letter.
Suspension Recording Protocol

Student suspensions are logged into the school’s electronic database. When a student receives a suspension, the Director or the Director’s designee checks the yearly record to assess the student’s cumulative suspension data in order to assure that the school complies with all regulations with respect to student suspension requirements.

Expulsion Policy

1. Specific discipline offenses subject to expulsion

Students are subject to expulsion (i.e. permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H )

- Possession of a dangerous weapon
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on fellow students, teachers, administrative staff or other educational personnel

This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Board Chair. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

2. Standards and procedures assuring due process for expulsion

A student and the student’s family will receive written notice of the charges, of the reasons and of the evidence for expulsion before the expulsion takes effect.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student’s continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator’s, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).
A student and the student’s family will receive written notice of their rights to a hearing with the principal before the expulsion takes effect. The notice will include the time, date and location of the hearing. The student’s parent or guardian will be present at the hearing.

The decision maker charged with deciding the consequence at the hearing has the responsibility of using discretion. At the hearing, students and parents have the right to: bring counsel (at the family’s expense), present evidence (through the student’s own testimony or witnesses and through written evidence) and cross examine witnesses provided by the school.

After the hearing, a principal may, in its discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either Chapter 71, Section 37H, paragraph (a) or (b). The expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

If the principal decides to expel the student after the hearing the principal shall give written notification at the hearing to the student and a parent of the student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services.

The expulsion will remain in effect prior to any appeal hearing. For a 37H1/2 charge, delinquency complaint, conviction, adjudication or admission of guilt, the principal may remove the student for a period of time up to expulsion if the principal determines the student’s continued presence would have a detrimental effect on the general welfare of the school. The student has ten days from the date of the expulsion to notify the superintendent of an appeal.

3. Any student who has been expelled has the right to appeal to the Chair of the school’s Board of Trustees

The student or the parent or guardian of the student shall notify the Board Chair in writing to request an appeal. If a decision by an administrator, following the parent meeting, results in the expulsion of a student or the suspension of a student for more than ten days, the student may appeal the decision to the Board Chair. In order to do so for a Section 37H1/2 offense the student or parent must file a notice of appeal with the Board Chair within five (5) calendar days with a seven (7) day postponement option. The Board Chair must hold the hearing within three (3) school days of the student’s request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the offense falls under Section 37H, then the student or parent shall have ten (10) days from the date of expulsion to file an appeal. If the appeal is not filed within this time frame, the Board Chair may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Board Chair shall hold the hearing with the student and the student’s parents or guardians within the time frames described in Section 3a of this policy.
At the hearing, the student shall have the right to present oral and written testimony, the right to counsel (at the family's expense) and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of Section 37H.

The Board Chair shall have the authority to overturn or alter the decision of the principal, including recommending an alternative educational program for the student. The Board Chair shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of the school district with regard to the expulsion.

4. **Description of educational services that will be made available for a student to make academic progress during the period of expulsion once it is imposed.**

   The principal shall inform the student and parent of this opportunity in writing to receive educational services at the time the student is expelled, in accordance with MGL Chapter 76, Section 21; Chapter 71, Section 37H (e); 603 CMR 53.01 and 53.13 (1), (2) and (4).

   If the student moves to another district during the period of 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.

5. **Disciplinary measures taken in serious cases.**

   In serious cases, defined as involving the possession or use of illegal substances or weapons, assault, vandalism, or violation of a student's civil rights, the decision to suspend rather than expel may depend on whether the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. This determination is made in accordance with MGL Chapter 71, Section 37 H, paragraph 2, 37 H 1/2.

### Transportation Behavior/Expectations

Whether traveling on the Lighthouse Bus, in CCLCS vans, or on public transportation, students are expected to behave appropriately and responsibly. The safety of our students and drivers must be held at the utmost importance. All CCLCS community members, including students, staff, and family members must act in a manner that does not jeopardize safety in any way. Safe behaviors include, but are not limited to:

- wearing a seat belt at all times in seat belt equipped vehicles
- remaining seated at all times
- keeping belongings/backpacks securely tucked away
- using personal devices appropriately, responsibly, and respectfully
- maintaining a reasonable noise volume
- treating other passengers respectfully and kindly

Furthermore, financial and legal issues require us to keep our vans well into the future. Because of this, we need to pay attention to the way we treat the vans.
We are asking students to comply with the following code of behavior in order to enjoy the privilege of using the Lighthouse Charter School vans.

- Seat belts must be worn at all times
- No eating or drinking in the vans without permission from the driver
- Clean when you leave
- Check the van as you leave and pitch in by removing any trash, articles of clothing, notebooks, pencils, backpacks, school equipment, etc. (these items can be left outside the office)
- Do not abuse the vans themselves
- No writing on or tearing material

Students neglecting these responsibilities may face disciplinary action.

**Field Trip Behavior**

The curriculum at the CCLCS often provides for learning experiences away from the school grounds. Activity site examples include but are not limited to: Cape Cod Museum of Fine Arts, Cape Cod Museum of Natural History, Cape Cod National Seashore, local ponds and beaches. During these activities, it is important for all students to be responsible for their behavior. Inappropriate behavior may result in loss of field trip privileges. The following rules are in addition to normal school rules.

- Students must give parents and other school community members assisting with field trips the same respect that they would provide to teachers.
- When asked by the driver of a van to be quiet, students are required to be quiet.
- Consumption of food and drink is not permitted in school vans without permission of the driver.
- Students must leave the vans clean and free of debris at the end of each trip.

**Behavioral/performance expectations for participation in extended field trips**

The extended field trips at CCLCS are designed to build class cohesion, meet specific learning objectives, and serve as a fun reward for students’ enthusiastic participation in the academic and civic life at our school. The success of the trips requires students, parent chaperones and teachers to uphold very high standards of behavior. Living together in harmony for five days in the June heat of Pennsylvania, the woods at Nature’s Classroom or for three days in the rustic White Mountains, requires a climate of mutual trust between students and staff. At CCLCS we have been able to build and maintain this trust, as evidenced by years of very successful trips.

The purpose of a Class Trip Participation Policy is to establish standards that demonstrate each student’s desire and ability to participate in an extended educational off-campus exploration productively, positively, and collaboratively. We strive to make these trips positive growth experiences for ALL students, but it does sometimes happen that students need to be excluded from a class trip.
These exclusions are rare, and are based on the student’s behavioral and academic performance at school. In order to be included in a class trip, a student must meet the following academic standards.

- complete at least 80% of his/her homework assignments in all classes
- complete all project work in all classes
- have a passing class participation grade in all classes

Any student in danger of falling short of these standards will receive warnings when they fall out of compliance, so that they can complete the work necessary to be included in the trip.

Students can also be excluded from overnight field trips for behavioral reasons. These behaviors include serious violations of school rules - such as possession of drugs or weapons, vandalism, assault or harassment or multiple less serious violations.

Teachers will routinely review students’ field trip participation status at weekly team meetings. Parents of students in danger of being excluded from trips will be informed of this. Students excluded from a trip will be informed with a letter from the school’s director at least one week before the trip, unless the event leading to the exclusion happens closer to the trip date.

**Due Process**

All students involved in a discipline concern will be afforded due process. Due process includes the student’s right to be treated with fairness and respect; to be given the opportunity to share his/her side of a situation; and to be assigned consequences in a reasonable and impartial manner. Due process includes the right to request a review of any decision and the right to appeal through the school’s appeal process.

Students will be given the opportunity to reflect on their misbehavior, to assume personal responsibility for their part in a situation, to brainstorm and/or rehearse alternate methods of handling the situation, and to make amends, when practical, in an appropriate manner.

**D. Academic Integrity Policy**

“On my honor, I pledge this is my own work.”

The term “cheating” includes, but is not limited to:

- Copying parts of or all of a homework assignment
- Copying parts of or all of an essay
- Copying parts of or all of a quiz or test
- Copying internet or published material without proper citation and giving appropriate credit
- Using a “cheat sheet” or any other unapproved piece of work to assist you on an assignment
- Allowing other students to copy your work
All students and parents agree to the CCLCS Academic Integrity Policy by signing the Handbook Letter. CCLCS has a tiered system for determining disciplinary action on cheating.

First Offense:
- Referral to Executive & Associate Director
- Notification to parents
- Written apology to teacher
- Possible loss of credit (partial or full) on assignment

Second Offense:
- Referral to Executive & Associate Director
- Notification to parents
- Written apology to teacher
- Loss of credit (partial or full) on assignment
- Half day in school suspension (where assignment will be re-done)

Third Offense:
- Referral to Executive & Associate Director
- Notification to parents
- Written apology to teacher
- Loss of full credit on assignment
- Full day in school suspension (where assignment will be re-done and additional work may be assigned)
- Possible withdrawal from extra-curricular activities for an extended period of time

E. Special Disciplinary Procedures

Massachusetts General Laws Chapter 71, Section 37H requires that all student handbooks shall contain the following provisions:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, heroin, may be subject to expulsion from school or school district by the principal.

2. 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 school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).

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

5. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

**Discipline of Students who are Eligible for Special Education Services**

In general, if your child has violated the school’s disciplinary code, the school may suspend or remove your child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If your child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function or has repeated incidents of suspensible offenses, the school may place your child in an interim alternative educational setting for up to 45 calendar days. If your child has been placed in an interim educational setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to exceed 45 days. Thereafter, your child will return to the previously agreed-upon educational placement unless either a hearing officer orders another placement or you and the school agree on another placement.

Anytime the school wishes to remove your child from his or her current educational placement for more than ten (10) consecutive school days in any school year, or for more than ten cumulative days when a pattern of removal is occurring, this constitutes a “change of placement.” A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include the following:

- Prior to any removal that constitutes a change in placement, the school district must send you a full statement of your procedural right (Notice of Procedural Safeguards) and inform you that the Team will consider whether or not the behavior that forms the basis for the removal is related to the student’s disability or was the direct result of the district’s failure to implement the IEP. This consideration is called a “manifestation determination.” Remember that you, as a parent, always have the right to participate as a member of the Team.
- Prior to any removal that constitutes a change in placement and/or upon determination that the behavior is a manifestation of the disability, the school must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the problematic behavior. If a
behavioral intervention plan has been previously developed, the Team shall review its implementation and modify if necessary.

**Consideration of whether the behavior is a manifestation of the student's disability**

The law provides that the Team must consider evaluation information, observational information, the student’s IEP and placement, and must determine whether the behavior prompting disciplinary removal was a manifestation of the student’s disability. The Team considers if the student understood the impact and consequences of the behavior and further considers if the student's disability impaired the student’s ability to control his or her behavior.

If the Team determines that the behavior was related to your child’s disability, then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP placement.

If the Team determines the behavior was not related to your child’s disability, then the school may suspend or otherwise discipline your child according to the school’s code of conduct, except that for any period of removal exceeding ten (10) school days, the school must provide your child with a Free Appropriate Public Education (FAPE). The school must determine the educational services necessary for and the manner and location for providing these services.

In the case of a disagreement with the Team’s determination:

If you disagree with the Team’s decision on the “manifestation determination” or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to request an expedited due process hearing from the Bureau of Special Education Appeals.

**Discipline and Procedural Requirements Applied to Students not yet Determined to be Eligible for Special Education**

If, prior to the disciplinary action, a school district had knowledge that the student may be a student with a disability, then the school district makes all protections under law available to the student until and unless the student is subsequently determined not to be eligible for special education. The school district may be considered to have prior knowledge if:

1. The parent had expressed concern in writing; or
2. The parent had requested an evaluation; or
3. School district staff had expressed concern that the student had a disability.

If the school district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to disciplinary action, the school district will complete an expedited evaluation to determine eligibility for special education. The expedited evaluation will be completed and delivered to the parent via Team meeting discussions and reports within 15 school days from the school’s receipt of a written consent to evaluate. If the student is found to have a disability and is eligible for special education services, then he/she receives all procedural protections subsequent to the finding of eligibility.
**VIII. Directory**

**Board of Trustees 2019-20**

Karen Whitney (Chair)

Lori Smith (Vice Chair)

Paul Niles (Executive Director)

Susannah Remillard (Faculty Rep)

Kathryn Wilkinson (Faculty Rep)

Andrew Murphy (Trustee)

Kathleen Phelan (Trustee)

Deborah Kimball (Secretary)

Seth Rolbein (Trustee)

Sharon Shaw (Trustee)

Tom Langway (Treasurer)

James Hilliard (Trustee)

**Board of Trustee Meeting Schedule**

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All board meetings are held at the school, and begin at 6 p.m.