



STUDENT HANDBOOK

2024-2025

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LETTER FROM THE HEAD OF SCHOOL

Welcome to Rising Tide Charter Public School (Rising Tide) and to this 2024-2025 edition of the Student Handbook. The Student Handbook has been developed and updated to help students and parents/guardians understand the expectations of our school community.

At Rising Tide, all of the staff members work to create a safe environment where students can try new things without fear of teasing or failure. We encourage students to treat one another with honesty, trust, and respect, and to take increasing responsibility for their actions. Additionally, we encourage students to accept each and every person as a unique individual and a significant part of the community. We ask for Rising Tide students and families to join our staff in continuing to build a strong school community through practicing the four principles of our Community Standards of Behavior: Honesty, Trust, Respect, and taking Responsibility.

We understand that students make mistakes. If students, school staff members, and parents/guardians join together in addressing mistakes that students have made, we can create “teachable moments,” where students can make mistakes, discuss the mistakes honestly, and learn from the mistakes. Everyone needs to work together, on the same team, to support the growth and development of the student.

Parents/Guardians, we encourage you to communicate with us about any questions or concerns related to your child. Early adolescence and adolescence are times of rapid growth and change for students and can be challenging for both students and their families. During this time of growth, students often change their communication patterns with parents/guardians; students want to create their own place at school and do not always tell their parents/guardians everything that is going on. It is important for parents/guardians to respect each student’s desire to grow up; however, it is also essential for the adults in each student’s life to communicate effectively. At Rising Tide, the Advisory program is central to our structure of supportive relationships for students, and each child’s Advisor is the primary contact at the school for parents/guardians; parents/guardians can also communicate with other teachers or School Leaders.

Students, we encourage you to communicate with your family, your Advisor, the other staff members at school about questions or concerns throughout the year. The staff members at Rising Tide want to help you explore the world and navigate your path in becoming a young adult. You are each an essential member of our school community.

Sincerely,



Michael O'Keefe
Head of School

MISSION

The Rising Tide Charter Public School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community, a tie with those who have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor.

GOALS

- To foster in each student a love of learning and high achievement through encouragement to continuously improve in the acquisition of basic skills through work on integrated projects that reflect life's real challenges
- To create a safe, supportive environment where each person treats others with respect, and where a student can try new things and take risks without fearing teasing or failure
- To encourage each student to grow and take increasing responsibility, both academically and socially
- To create and develop in each student an awareness of the diversity both within and outside of the Rising Tide community and encourage tolerance, acceptance, and celebration of differences
- To create a close community of students, Teachers, parents/guardians and community members who work together to encourage students to develop into successful students and, later, into successful members of their local communities

SCHOOLWIDE OBJECTIVES AND BENCHMARK SKILLS

Communicator

Receptive Skills
Expressive Skills

Investigator

Inquiry Skills
Innovation Skills

Self-Directed Learner

Self-Awareness Skills
Skills in Taking Responsibility

Community Steward

Skills in Awareness of Others
Collaboration Skills

GUIDING QUESTIONS

All Grades: Who am I?

Grade Five: What is my place in the community?

Grade Six: How can I connect with others?

Grade Seven: How can we face challenges?

Grade Eight: How can we take responsibility for ourselves and one another?

Grade Nine: How can we recognize and demonstrate courage?

Grade Ten: How can we recognize and demonstrate integrity?

Grade Eleven: How can we be mindful of and prepare for the future?

Grade Twelve: What is my place in the world?

COMMITMENT TO DIVERSITY, BELONGING, INCLUSION, AND EQUITY

Rising Tide is committed to building a safe, supportive, and inclusive community that honors diversity, so that all members know that they are welcome and that they belong. Each member of our community will treat one another with respect and integrity so that everyone may receive equitable access to opportunities for personal and academic growth. We will remain committed to this growth, and we will continue to protect, support, and honor all of the students, staff members, and families that make our school community one we are proud to be a part of.

At Rising Tide, each and every aspect of an individual's identity matters, including but not limited to: race and ethnicity; gender identity and gender expression; physical and/or intellectual disability or impairment; sexual orientation; religion or belief system; home language(s); family structure; age; body type and body shape; nationality and citizenship status; socioeconomic status; and living situation. We stand united in our commitment to creating and maintaining an environment that consciously and consistently fosters diversity, belonging, inclusion, and equity. We stand up against racism, inequality, injustice, and discrimination. We strive to provide every community member at Rising Tide with access to the opportunities, resources, and support they need to attain their full potential.

We must continue to confront and condemn systemic racism, bias, and oppression. The development of cultural proficiency and cross-cultural skills is critical for the current and future success of all individuals in our community and beyond. We believe in teaching and learning that authentically faces history, that honors diverse perspectives, and that listens to and elevates underrepresented voices. We strive to develop students and citizens who learn about structures of oppression in order to help dismantle them and who recognize bias and help eliminate it. We must all work toward the common goal of addressing, confronting, and eliminating oppression by humanizing the voices, experiences, and perspectives of those who have been marginalized and oppressed in both the recent and distant past.

We must address incidents of bias as soon as they occur, every time they occur. Both verbal and nonverbal acts of bigotry, hate, and discrimination have no place at Rising Tide. We are committed to supporting all targets of hurtful and hateful behavior, and it is our responsibility to create and maintain a space where members of all marginalized and underrepresented groups are safe and feel welcome. We must also hold accountable those who engage in such acts to help them understand the impact of their actions, whether intentional or unintentional. Using restorative practices that help them to understand the harm they have caused, students will learn from their mistakes, atone for their actions, and strive to rebuild trust within our school community in order to ensure a safe environment for all.

COMMUNICATION BETWEEN HOME AND SCHOOL

Open communication is the most effective way to clarify a question, resolve a concern, or prevent a misunderstanding from developing into a problem. Rising Tide faculty and staff members welcome hearing any questions or concerns in the interest of creating a safe and supportive environment in which each student can thrive.

School Contact Information

Rising Tide Charter Public School

59 Armstrong Road

Plymouth, MA 02360

phone: 508-747-2620

fax: 508-747-1826

www.risingtide.org

Communication from Home to School

When school is in session, the Main Office is open from 7:25 a.m. to 5:00 p.m. Callers will be directed to a phone system and will need to choose an extension in order to reach a staff member directly. Callers are encouraged to leave a voice message if unable to speak with someone immediately. The school day can be very busy, but school staff members will respond to questions or concerns in a timely manner.

Each child is assigned an Advisor, an individual who is also a teacher at the school. The Advisor is the primary communication link to the school for a student and their family. Parents/Guardians should first contact the child's Advisor for any questions or concerns regarding their child. Student/Advisor/Parent Conferences occur twice a year, but parents/guardians may request a meeting at other times with a student's Advisor if specific concerns arise. Parents/Guardians should also keep the Advisor, as well as the appropriate school staff, informed of any of the student's needs. It is helpful for the Advisor to know if a student is working through particular challenges outside of school. While the Advisor is the primary communication link between families and the school, parents/guardians are able to communicate with other teachers and school leaders at any point.

Contacting Teachers

Teachers at Rising Tide want to respond to questions and concerns in a timely manner. Each teacher has a phone extension with a voice mailbox, and callers can leave a voice message at any time. It can be difficult for teachers to receive phone calls, or make phone calls, during school hours, as they spend the majority of their time in front of students. Parents/Guardians can expect to hear back from teachers within 24 hours. For safety and the protection of student privacy, teachers are not permitted to discuss personal issues about students over email with anyone, including other staff members and parents/guardians.

Contacting Students

If a parent/guardian needs to contact a child during the school day, the parent/guardian must call the Main Office. Students are not permitted to have or use mobile phones at school during school hours. In order to limit the number of interruptions in the school day, school staff members will only deliver essential messages from a parent/guardian to a student. With the exception of events beyond the control of a parent/guardian, any change to dismissal or after-school plans should be determined before the start of the school day.

Delivery to Students

In working to fulfill the mission of the school to graduate capable and prepared young adults, we ask parents/guardians to refrain from delivering student homework or other materials to the school that the child has left at home. It is important for students to learn to take responsibility for their own homework and materials. Any homework or other materials delivered during the school day will be shared with the student's Advisor rather than the teacher or the student to enable the Advisor to follow up with the student about taking responsibility. Exceptions will be made when a child has asked for a parent to deliver work to school for logistical reasons, such as when a project may be too large to bring on the bus; in such cases, the student should notify their Advisor in advance.

Emergency Dismissal

If a student does need to leave school early for an emergency, a parent/guardian should contact the Main Office, stating the reason for the emergency dismissal, the time, and the name of the person who will be picking up the student. A Dismissal Slip will be given to the student to show to the teacher or Advisor. For the student's safety, we ask that the person picking the student up come into the office, share appropriate identification, and sign the student out. Except in the case of an emergency, parents/guardians should not arrive at the school, without advanced notice, to dismiss a student.

Communication from School to Home

The Monday Memo, which contains calendar updates, announcements, and additional information that concerns Rising Tide students and parents/guardians, is emailed to families at the beginning of each week. The school website, www.risingtide.org, is an excellent place to learn about upcoming events and school activities. It is also important for students to take increasing responsibility for sharing school announcements and messages with their families.

Correspondence from the school will be mailed to the primary, or custodial, parent/guardian listed on the student's school registration form. If a non-custodial parent/guardian would like school correspondence sent to an additional address, the parent/guardian must submit a written request for access to the Student Record to the Principal. Access to the Student Record may take up to 21 days.

Report Cards and other secure student information will be posted on the Community Portal of the school's student information system.

Cancellation of School or Emergency Closing

Before the Start of the School Day

In the event that school must be canceled or delayed because of snow, unusual weather conditions, or emergency circumstances, Rising Tide will notify families by phone and email through the student information system notification platform. When possible, announcements will also be posted on the front page of the school website. Announcements will also be listed on WCVBTV 5, WHDH TV 7, and FOX 25 television stations and websites. Please do not call the Police Department, Fire Department, or the Rising Tide office.

During the School Day

In the event of a school closing or unscheduled early dismissal after the school day has begun, Rising Tide will notify families by phone and email through the student information system notification platform. Unless otherwise specified, all students who normally ride the bus will be sent home by bus. Students who normally are driven to school will be held until a parent/guardian or an approved carpool driver arrives.

ATTENDANCE AND ABSENCE PROCEDURES

Student attendance is critical to a connection within the school community as well as successful academic achievement. In Massachusetts, it is compulsory for all persons between the ages of 6 and 16 to attend school (M.G.L c.76, §1). Encouraging regular school attendance is one of the most powerful ways we can prepare our students for success, both in school and beyond school.

It is the responsibility of the parents/guardians to ensure that a child in their care attends school (M.G.L c.76, §2) and to call the school at the designated number at a designated time to report a student's absence and the reason for it (M.G.L c.76, §§1A, 1B). Rising Tide also requires parents/guardians to contact the school if their child will be tardy or dismissed. In such cases of absence, tardiness, or dismissal, parents/guardians should either leave a message on the Attendance Line, or complete a Note to School Office Form before 8:00 a.m.:

Attendance Line: **508-747-2620 x102**

[Note to School Office Form](#)

It is the responsibility of the school to record daily attendance for all students and to have an absence notification program. If a parent/guardian does not call to inform the school of a student's absence, the school will call the parent/guardian, on the same day as the student's absence, through the student information system platform to notify the parent/guardian of the student's absence.

If a student has five (5) or more unexcused absences, or has at least five (5) days in which the student has missed two (2) or more periods, the school will send written notification to the parent/guardian. For students with five (5) or more unexcused absences, the Principal or a designee will request a meeting with the student's parents/guardians to develop action steps for student attendance. The Principal or a designee will also request a meeting to discuss action steps for regular attendance if a student has excessive tardy arrivals or early dismissals.

Missing partial school days has a cumulative impact on a student's attendance at school. A student will be considered absent for the day if they miss four (4) blocks at the Middle School or three (3) blocks at the Upper School.

Excused and Unexcused Absences

When students attend school regularly, they are able to make academic and personal growth towards successful outcomes and develop stronger connections with peers and adults in the school community. When students are absent from school, whether the absences are excused or unexcused, the absences can have a negative impact on their growth as learners and their path towards successful outcomes.

Students at Rising Tide may be excused temporarily from attending school for the following reasons: illness; medical, dental, or legal appointments; observance of major religious or cultural holidays; bereavement; and college and university visits.

Student absences will only be considered excused if a parent/guardian submits the appropriate documentation within three (3) days of the student's absence:

- A note from a physician
- A professional note verifying a medical, dental, or legal appointment
- A note from a parent/guardian documenting a religious observance
- A note from a parent/guardian regarding a bereavement
- A note from a college or university documenting a student's visit (up to 2 visits per semester starting in spring of junior year)

Student absences will be considered unexcused if the school has not received any of the appropriate documentation listed above.

Student absences due to family trips are considered unexcused. Rising Tide strongly discourages trips when school is in session as teachers cannot provide advance assignments or remote instruction. Families should not plan trips immediately following the originally scheduled last day of school, as

frequently the school year is extended up to five additional days due to weather cancellations during the school year.

Student Self-Dismissal

Students who are 18 years old and have submitted a completed Age of Majority Form may dismiss themselves from school with documentation for the following reasons: illness; medical, dental, or legal appointments; observance of major religious or cultural holidays; and college and university visits. A staff member will contact a parent/guardian to communicate about any student self-dismissal.

Student Responsibility when Absent

If a student is absent from school, the student is responsible for following up with teachers to make-up missed assignments in a timely manner. The standard expectation is for students to complete missed assignments within the same number of periods for the course missed during the absence; for example, if a student misses two class periods of a course, upon the return to school, the student will have two class periods to make-up assignments.

Participation in School Events after Absence or Early Dismissal

If a student is absent from school, misses any classes during the school day, or is dismissed early from school, the student may not participate in any other school-related event, after regular school hours, on that day. In some cases of excused absence, tardy arrival, or early dismissal, exceptions can be made at the discretion of the Principal.

Chronic Absence and Truancy

Students who miss at least 10% of days enrolled (e.g., 18 days absent when enrolled for 180 school days) are considered chronically absent by the Commonwealth of Massachusetts. National research shows that chronic absenteeism erodes the academic and social skills needed to succeed in school. Under Massachusetts law, a school-aged child who is not excused from attendance and who “willfully” fails to attend school for more than 8 school days in a quarter is considered habitually truant.

Rising Tide’s structures for engagement and communication are designed to limit chronic absenteeism and truancy, and support students and families to ensure consistent school attendance. Additional interventions may include a referral to the Family Resource Center or a referral to the state Child Requiring Assistance (CRA) process.

Permanent Withdrawal from School and Dropping Out

If a student is leaving Rising Tide prior to graduation, that student must complete a withdrawal form. If a student over the age of 16 chooses to withdraw from school, Rising Tide will take additional steps to support the student.

Pursuant to M.G.L. c. 76, § 18, no student who has not graduated from high school will be considered to have permanently left the school unless an administrator from the school has sent the parent/guardian notice within a period of five (5) days from the student’s tenth (10) consecutive absence in both the parent/guardian’s primary language and English, inviting the student and their parent/guardian to meet with Rising Tide’s Dropout Prevention Team prior to the student permanently leaving school, within ten (10) days after the sending of the notice. The time for the meeting may be extended at the request of the parent/guardian and with the consent of the school, provided that no extension is longer than fourteen (14) days. The meeting may be convened without a parent or guardian if the school has made a good faith effort to include the parent or guardian. The purpose of the meeting shall be to discuss the detrimental effects of an early withdrawal from school, the benefits of earning a high school diploma, the reasons for the student permanently leaving school, and to consider alternative educational or other placements.

TRANSPORTATION

Pick-Up/Drop-Off Authorization

The safety of students is the primary concern of staff members at Rising Tide. Rising Tide cannot release a student to an adult other than the custodial parent/guardian without written permission from a parent/guardian. School staff members are required to check the identification of adults who pick up students at school. Parents/guardians should notify the Principal, in writing, of any special custody issues involving a student. If any person is not authorized to pick up a student as a part of a court order, the school needs to maintain a copy of any written court orders in the student's record.

Bus

Bus transportation is provided for students from each of the towns in the school's designated region. Plymouth residents ride buses provided through the Town of Plymouth. Rising Tide also provides regional buses with community stops for families in region.

If any problems arise with bus transportation, please let us know. We can only help resolve a situation if we know about any concerns. Parents/guardians should keep in mind that Rising Tide draws students from all neighborhoods of Plymouth, the largest municipality in Massachusetts by area, and 20 towns in our region.

Permission to Ride a Friend's Bus

All students who wish to ride the bus are required to have a bus pass. If a student wishes to ride the bus to a friend's home, the student must have a bus pass and a note from a parent. Please note that this privilege may be limited due to space on a particular bus, including on Early Release days.

Carpool

All drivers must use extreme caution when driving on school grounds. The school has a traffic pattern that must be followed by all community members for the safety of all. The traffic pattern includes a carpool lane for drivers for arrival and dismissal. To ensure the safety of every student, all drivers must drop-off and pick-up in the designated zone. It is unlawful for drivers to idle their vehicles on school grounds. During routine arrival and dismissal times, drivers may not park on the property of neighboring businesses to avoid the carpool line. Such actions create an unsafe traffic situation, and are unfair to all other families who are working together within a system that is designed for safety.

Arrival

The South entrance will open at 7:25 am for carpool traffic. The North Entrance will open at 7:25 a.m. for bus arrival and student drivers.

Dismissal

On Mondays, Tuesdays, Thursdays, and Fridays, Dismissal is at 3:00 p.m. for the buses, carpool, and student drivers. Dismissal is at 12:00 p.m. on Wednesdays.

At the end of the school day, or when after-school activities have ended, parents/guardians need to pick up students on time. School staff members have additional school responsibilities once the students are dismissed, including meetings, planning, and assessment; staff members also have their own family responsibilities once the school day is over. At regular dismissal time, students not picked up at the South Entrance by 3:15 p.m. will be brought to the Main Office area. Parents will need to come to the Main Entrance on the North side of the building after 3:15 p.m.

After-School Pick-Up

After-school programs, such as clubs, theater productions, music programs, and interscholastic athletics, occur on a weekly basis throughout the school year. It is important for parents/guardians to respect the time of the after-school program staff members by picking up students on time. Failure to pick up a student on time may impact the student's ability to remain in the after-school program.

Student Drivers

Students drivers are required to pay a parking fee to be assigned a parking permit. Student drivers must follow the traffic pattern for the school and park only in designated student parking spots. The Student Parking Policy and Student Parking Permit Application are available in the front office.

Permission to Ride with a Student Driver

In order for a student to leave school property with a student driver, a parent/guardian should send a letter to the school to confirm such transportation plans. It is the responsibility of the students and each family to follow the laws of the Commonwealth of Massachusetts.

Walkers

Any student who walks to or from school must have permission from a parent/guardian, and do so at their own risk. Parents/guardians are required to send a note with a student to confirm such arrival or dismissal plans. If a student plans to walk to or from school on a regular basis, the student's parents/guardians are required to submit a letter about such plans.

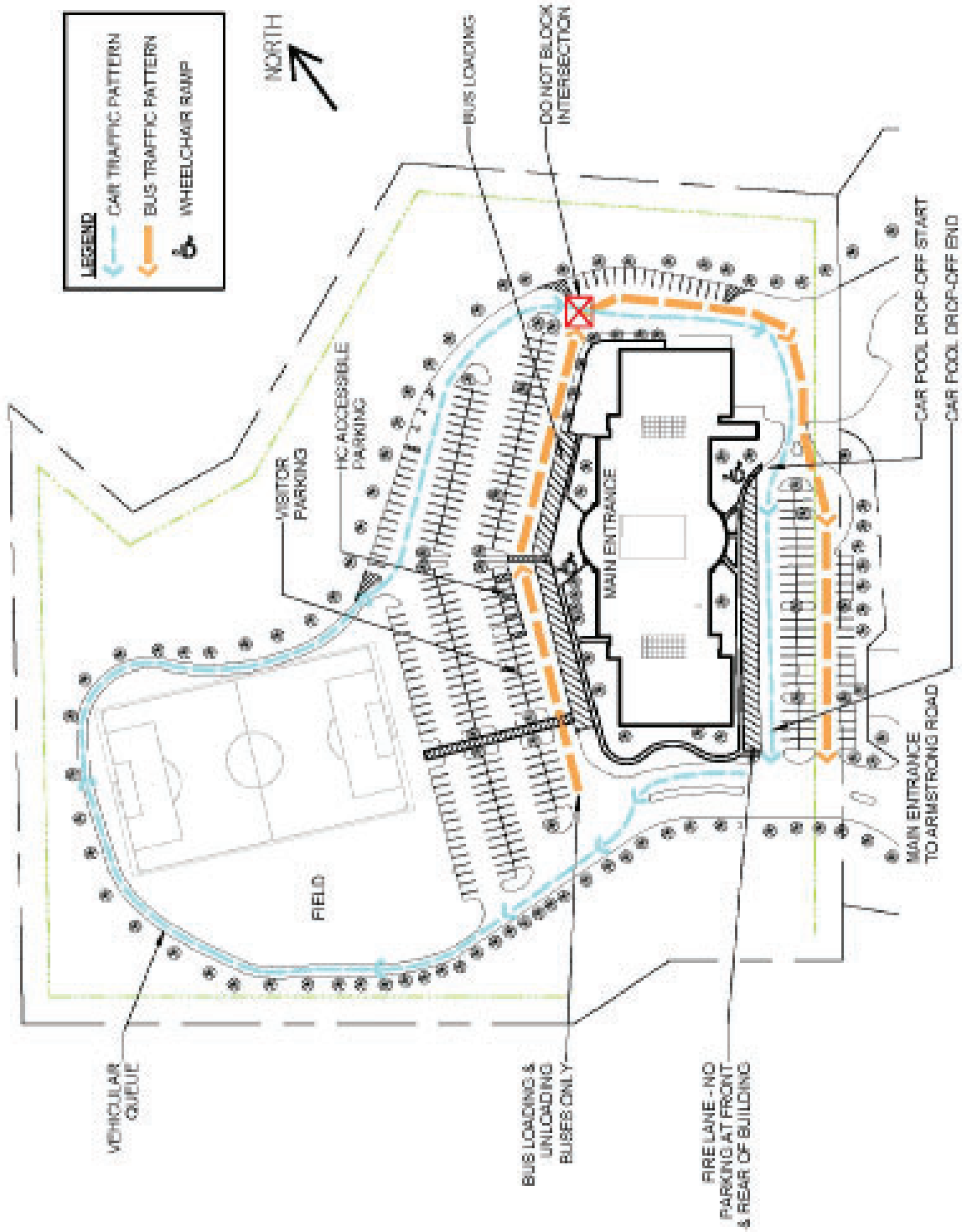
Riding Bicycles to School and Bicycle Helmet Policy

Any student who chooses to travel to and from school by bicycle, inline skates, scooter, or skateboard must have permission from a parent/guardian and do so at her or his own risk. Parents/guardians are required to write a letter to the school to confirm such transportation plans.

Massachusetts law requires that a bicycle helmet be worn by a person 16 years of age or under who is riding as an operator or passenger on a bicycle, inline skates, a scooter, or a skate board. The bicycle helmet must meet the standards for helmets established by the United States Consumer Product Safety Commission. All students, regardless of age, are encouraged to wear a helmet.

Changes in Transportation Plans

For any changes in a student's regular transportation plans, parents/guardians need to send a note to the school with the student. The note should state the reason for the change of transportation plans, and, if the student will be picked up in carpool, the name of the person who will be picking up the student. A Change in Dismissal Slip will be given to the student to show to staff members at dismissal. With the exception of events beyond the control of a parent/guardian, any change to dismissal or after-school plans should be determined before the start of the school day.



STUDENT RECORDS

Student Records

Each child's Student Record is protected by the Family Education Rights and Privacy Act (FERPA), and is kept in strict confidence by school staff. The Student Record consists of the transcript and the temporary record.

The school maintains each student's transcript for 60 years following the graduation, transfer, or withdrawal of the student. This transcript contains a student's name, address, telephone number, date of birth, parent/guardian contact information, course titles, grade level completed, and the year completed.

The school also maintains a temporary record for each student, which contains information not included in the transcript record, such as evaluations by Teachers and standardized test results. This temporary record will be destroyed no more than seven (7) years after the graduation, transfer, or withdrawal of the student.

Access to Student Records

Access to Student Records for Parents/Guardians and Eligible Students

A parent/guardian or eligible student has a right to access a student's entire Student Record. Upon written request to the Principal, the Student Record shall be made available to the parent/guardian or eligible student within two (2) working days following the request. The parent/guardian or eligible student may request copies of any part of the Student Record; upon written request to the Principal, copies will be provided to the parent/guardian or eligible student within 10 days of the request.

Eligible Students

Any student who is 14 years of age or older, or who has entered grade nine, is an eligible student for rights of access to their Student Record.

Non-Custodial Parent

A non-custodial parent is eligible to obtain access to a Student Record unless the non-custodial parent's access is limited or restricted pursuant to 603 CMR 23.07(5)(a). In order to obtain access to the Student Record, the non-custodial parent must submit a written request for access to the Student Record to the Principal. Upon receipt of the request, the school must immediately notify the custodial parent in writing that it will provide the non-custodial parent with access to the Student Record within 21 days. If a non-custodial parent's access to a student record is limited or restricted by a court order, the school requires a copy of any written court order.

A non-custodial parent will not be provided with Progress Reports, Report Cards, or other information about a student without submitting a written request for access to the Student Record; access to the Student Record may take up to 21 days.

Student/Advisor/Parent Conferences for Separated or Divorced Parents

Advisors will schedule only one Student/Parent/Advisor Conference during the conference times in November and April. Each parent/guardian is welcome to attend the conference. The student is the center of the conference, and all of the adults in the student's life must work together to support the growth and development of the student.

Student Records for Students who are 18 Years of Age

Any student who is 18 years of age or older has the legal rights of an adult and is able to assume full responsibility for their school life; however, the school will continue to send copies of all school communication to the parents/guardians of the student while the student attends Rising Tide.

Third Party Access to Student Records

Personal information about a student will not be shared with anyone other than the faculty and staff members whose access is necessary in the performance of their responsibilities at Rising Tide Charter Public School. Student Records will not be shared with any third party without written consent of the parent/guardian or eligible student; however, FERPA allows schools to disclose information from a Student Record under the following provisions:

- To comply with a court order or lawfully issued subpoena
- To comply with a request from state and local authorities within the juvenile justice system
- To communicate with appropriate officials in cases of health and safety emergencies
- To comply with requests from federal, state, and local officials for audit or evaluation purposes
- To communicate with staff members of another school to which a student intends to transfer

Directory Information

The school designates the following personally identifiable information as Directory Information that can legally be made public: Student Name, Parent/Guardian Name, Student Address, Student Date of Birth, Student Grade Level Designation (e.g. grade 5, grade 9), Student Extra-Curricular Participation, Student Achievement Awards or Honors, Student Photograph, and School or District Attended by Student Before Attending Rising Tide Charter Public School.

Parents/guardians or eligible students may elect to opt-out of the school disclosing Directory Information. Unless written refusal to allow the use of Directory Information is provided to the school, Rising Tide Charter Public School will assume it has permission to disclose Directory Information without prior written consent for the following reasons:

- Sharing a student's name, address, and household phone number in a family directory to be shared only with Rising Tide families
- Providing the names and addresses of students to a third party mailhouse if requested by the sending district from which a student is enrolled, in conformance with M.G.L. c. 71, s. 89g
- Sharing the student's name, address, and phone numbers with military recruiters, as required for public schools in the No Child Left Behind Act of 2001 as well as the National Defense Authorization Act for Fiscal Year 2002
- Sharing the parent/guardian contact information with the Massachusetts Charter Public School Association to enable the association to keep families informed of state issues that could impact charter public schools

The school asks parents/guardians to complete an opt-out form each year; however, a parent/guardian or eligible student may modify any permission for the disclosure of Directory Information in writing at any point during the year.

COMMUNITY EXPECTATIONS

Community Standards of Behavior

The Rising Tide Charter Public School community is a close and caring group of students, Advisors, teachers, staff, and parents/guardians. Members of the school community value their relationships with one another and strive to develop an atmosphere of trust, respect for differences, support, and understanding. Students, teachers, and parents/guardians are partners in a small school community who are also connected to Plymouth and the surrounding region. Students are expected to behave responsibly and with consideration for the feelings of other students, teachers, and staff. Students are also expected to take responsibility for their own behavior anywhere on or off campus as a part of the educational process. In order for a community to be healthy and for individuals to work well together, the Rising Tide Board and staff believe that the community should be centered around four strong principles: **Honesty, Trust, Respect, and Responsibility**.

In accordance with our Expectations for Conduct, the Rising Tide Charter Public School faculty and staff have devised certain Community Standards of Behavior for the school that will be upheld and enforced by every adult in the building. If each individual in the school takes responsibility for following these guidelines at all times, Rising Tide will be a safe community where each student and staff member can learn, grow, and contribute in a positive way to the school. The Community Standards of Behavior follow:

1. Members of the Rising Tide Community are expected to be forthright and honest in every situation, even when it feels difficult to admit mistakes.
2. Members of the Rising Tide Community have the right to be trusted in the school, but also have a responsibility to act in a manner that does not abuse the trust given to them by other members of the community.
3. Members of the Rising Tide Community are expected to act in a manner that is respectful to themselves and others; community members should also keep our shared space clean, and show respect to our building and the property of others.
4. Members of the Rising Tide Community are expected to take responsibility to do their best in the work of school, and for honoring and upholding the school guidelines.

Expectations for Conduct

Attendance at Rising Tide Charter Public School is a choice made by students and their parents/guardians. By choosing to be a part of the Rising Tide community, parents/guardians and students share responsibility with the school staff to uphold the Community Standards of Behavior.

Secondary school is a time of learning and growth; it is a time in a young person's life when all students should feel safe enough at school to try new things without fearing ridicule or failure. It is a time when many students are feeling uncertain of who they are or where they are going, when they need the care and understanding of sympathetic adults and the security of friendships. Secondary school is also a time when young people can make mistakes. It is important for each student to learn from mistakes so that mistakes are not repeated and the individual can continue to grow in positive ways.

In keeping with these philosophies, students at Rising Tide are encouraged to become good community members within our school community, our local community, and our global community. Parents/guardians and other family members are encouraged to help the adults in the school uphold these standards. If members of the school community work together to uphold the Community Standards of Behavior, fewer discipline problems occur and a strong sense of trust and community is developed.

The following are more detailed expectations for conduct that demonstrates the school's four core principles of Honesty, Trust, Respect, and Responsibility.

Honesty

Students are expected to demonstrate honesty, in both academic and personal matters. Integrity or honesty in all matters is the basic expectation at the Rising Tide Charter Public School. In the face of social pressures, truthfulness can sometimes be difficult to maintain; however, it is important to be honest. When a student admits to making a mistake, the admission is the first step in turning around that mistake and not repeating it. It is expected that when asked a direct question, even in a difficult situation, the student will tell the truth. Lying under any circumstances is considered a serious offense.

Cheating is the unauthorized having, giving, sharing, taking, or presenting information and/or material by a student. Plagiarism is using the words, data, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references. Cheating and plagiarism, acts of dishonesty, are serious academic offenses and will not be tolerated at Rising Tide. Teachers expect to trust the word of every student at Rising Tide; when a student hands in work, a teacher assumes that the work has been completed by that student to the best of their ability. If a student claims to have completed work that they have not done, this is a serious breach of the trust that the teacher had in the student and is a form of cheating. It is also cheating to help another student to be deceptive. In some classes, working together with a classmate or classmates is acceptable and can encourage cooperative learning; however, if only one student in the pair or group is doing a disproportionate share of the work for others in the group, this type of group work can be harmful to students and can also constitute cheating.

Trust

Trust, an outgrowth of honesty, is essential to relationships that hold the community together. School staff leave many specific rules unstated, trusting in the honesty and good judgement of students. It is also important for students to trust in the good judgement of staff, as all adults in the community are working together in the best interest of the students. All community members benefit from a trusting environment.

Being untruthful compromises trust within the community and has a negative effect upon students and school staff. Dishonesty abuses the trust given to the individual by other members of the community, and cannot be tolerated by the school. Issues of dishonesty, such as asking to go one place and actually going to another place, violates the trust provided by the community and can necessitate greater restrictions upon that individual's freedom within the school.

Respect

Each member of the community is encouraged to be helpful and supportive of other members of the community and show respect for others at all times.

Kindness

All Rising Tide students are expected to treat others with consideration both inside and outside the classroom. Students' treatment of one another must be respectful at all times whether or not an adult is present. Students are also expected to treat any adults who enter the school, including teachers, staff members, parents/guardians, and visitors, with respect. Rising Tide expects students, staff members, and parents/guardians to tolerate, accept, and welcome differences.

Bias, Hate, and Discrimination

We must address incidents of bias as soon as they occur, every time they occur. Both verbal and nonverbal acts of bigotry, hate, and discrimination have no place at Rising Tide. We are committed to supporting all targets of hurtful and hateful behavior, and it is our responsibility to create and maintain a space where members of all marginalized and underrepresented groups are safe and feel welcome.

Respect for the School Community

Kindness and consideration also extend from the treatment of others in the community to caring for and taking care of the school and its facilities. Students need to take care of their belongings, but also be careful and respectful of the belongings of others. Willfully taking what belongs to others, or intentionally damaging what belongs to another person undermines the trust of the community and is considered a serious offense.

Responsibility

It is important for students to learn to take responsibility for their learning and for their actions. It is the responsibility of the student to complete homework, come to class prepared, and do their best in class. Students are also expected to work cooperatively with others, respect everyone's learning time, and communicate with adults openly and honestly.

Everyone makes mistakes, but in order for a person to learn from mistakes, they must take responsibility for their actions by recognizing their in a situation. School staff members hold students responsible for their behavior at school, when they are traveling to and from school on the bus, and at school functions off campus. Rising Tide students represent their school and their family at all times, and are expected to behave responsibly at all times and in all places.

Safety

At Rising Tide, the staff carefully oversees students; however, there will be times when students are in situations at school where there are no adults present or where there are many students and only a few adults. It is very important that students take responsibility for their actions, whether or not adults are present, so that everyone in the school can be safe. Students are expected to follow the Community Standards of Behavior at all times. If a few students violate the guidelines, it may result in a loss of privilege for all students. Freedom is a privilege and students need to show that they are ready for this privilege.

Whereabouts

In the interest of safety, as well as honest communication, students must keep adults in the school accurately informed of their whereabouts at all times when under the school's jurisdiction. It is expected that each student will remain in the school building or on the school grounds until their last commitment of the day. When on field work and special trips with the school beyond the school grounds, students follow the same expectations. Each student is expected to be in their assigned location at all times, unless given specific permission by a staff member to go elsewhere.

Physical Contact and Public Displays of Affection

Each person has a right to have their own personal space, without fear of interference; therefore, students are encouraged to refrain from touching one another in any way, for the safety and comfort of all individuals. Each individual at Rising Tide is responsible for creating an environment where students, teachers, parents/guardians, and visitors feel comfortable anywhere in the school. Public displays of affection are considered private behavior and do not belong in the school environment.

School Bus Standards of Behavior

Riding the bus to and from school is a privilege; when students are riding on a school bus, the expectations for conduct are the same as when the student is at school. It is particularly important that students are quiet and respectful of each other and the driver while riding the bus because the health and safety of everyone on the bus is a serious concern.

SUPPORT OF STUDENTS

Advisory Program

The Advisory Program is central to the structure of supportive relationships at Rising Tide. Each Rising Tide student has a faculty Advisor, who is also a teacher at the school. Each Advisory group acts as a small community within the grade level and the school, and each grade level has a team of Advisors who work together throughout the year to support the personal and academic growth of the students. Advisory Teams collaboratively develop and implement an Advisory Curriculum connected to the grade level Guiding Question that addresses community building and future planning.

Primary Advocate for Student in School

The Advisor is the primary advocate for each student at school. The Advisor works to help each student become responsible for their own learning. If a student has any concerns or challenges - academic, extracurricular, or social - the student should communicate with their Advisor.

Advisors work with other Teachers, School Nurses, Adjustment Counselors, Deans of Community, Assistant Principals, and Principal in supporting the growth of each student. If any other staff member has concerns about a student, or has praise about a student to share, the staff member will consult with the student's Advisor. If the student has good news to share, or has any concerns, the student should communicate with their Advisor. If a student has any disciplinary issue, their Advisor will always be involved in attempting to resolve the issue.

Primary Contact between School and Home

The Advisor is the primary communication link to the school for a student and their family. Parents/guardians are able to communicate with other teachers and school leaders, but should first contact the student's Advisor for any questions or concerns.

Student/Advisor/Parent Conferences

Student/Advisor/Parent Conferences are held after the first and third academic quarters and are mandatory for students and parents/guardians. The Advisor will contact parents/guardians to schedule the conference. Advisors will schedule only one Student/Parent/Advisor Conference for each Advisee during the conference times in November and April. The student is the center of the conference, and all of the adults in the student's life must work together to support the growth and development of the student. These conferences are designed for reflection upon and open communication about a student's successes and areas for improvement.

Health and Nursing Services

The Nurse Leader oversees the health services in during school hours. It is important for students and parents/guardians to communicate with the Nurse Leader about any student health concerns or illness to ensure the safety of each individual and the entire school community.

Illness or Accidents During the School Day

In the event of illness or accident during the school day, the Nurse Leader or another qualified staff member will give appropriate care, and will notify parents/guardians. If a student needs to be dismissed due to illness or injury, the parents/guardians must assume the responsibility for transporting the student home. If a parent/guardian cannot be reached, an approved adult on the emergency list will be contacted. If no approved adult can be reached, the student will remain in the nurse's office until contact is made.

Dismissal of the child due to illness or injury during the school day is at the discretion of the Nurse Leader after speaking to the parent or guardian. If there is an extreme emergency requiring immediate medical attention, the child will be transported via ambulance to the appropriate hospital, most often Beth Israel Deaconess Hospital in Plymouth. It is essential for parents/guardians to notify the school staff of any changes during the school year to the emergency contact information. It is imperative to each child's safety that this information remains accurate.

If a student is not feeling well, they need to see the Nurse Leader. It is essential to the health and safety of each individual in the school community for the Nurse Leader to be aware of any illness or injury. If it is necessary to contact a parent about a student's illness or injury, it is the Nurse Leader who will call. Students are not permitted to use mobile phones or other devices to make calls or send text messages within the school building. If a student is found to be sending or receiving phone calls or text messages on mobile devices during school, the student will face disciplinary consequences.

Contagious Illness

If a student has symptoms of a contagious illness such as chickenpox, streptococcal infections, fifth disease, conjunctivitis or other contagious disease, it is important for the student to see a physician. **If a student has been diagnosed with a contagious disease, the parent/guardian must notify the Nurse Leader and the student must bring a physician's certificate upon return to school.** Students diagnosed with strep throat must complete 24 hours of antibiotic treatment before returning to school. In addition, students out sick with a fever should be free of all fever for 24 hours, without the use of fever reducing medications, before returning to school.

Injuries and Restrictions

If any restrictions to a student's program are necessary, a physician's note must be given to the Nurse Leader indicating the restrictions and the duration of the restrictions. Students arriving at school with crutches, canes, wheelchairs, braces, casts, etc. must report to the Nurse Leader with a physician's note to discuss mobility within the school. A student may only be excused from physical activity in Physical Education classes, or other courses that involve physical activity, if a student brings a physician's note.

Head Injuries

Rising Tide has a concussion policy to ensure the safety of its students. The policy follows Massachusetts Department of Public Health (MDPH) regulations and serves to prevent, train, manage, and guide the return to academic and athletic activity of students who receive head injuries. The policy is included in the athletic section of the school website. If a student suffers a head injury outside of school activities it is important that the parent/guardian notify the Nurse Leader. When a student returns to school after suffering a concussion, the student, parent/guardian, and appropriate school staff members will convene a meeting to develop a re-entry plan. The student will be monitored by school staff members and the student's own physician, and the re-entry plan will be adjusted as appropriate until the plan is no longer necessary.

Immunizations

The Massachusetts Department of Public Health has immunization regulations for school attendance (105 CMR 220.000).

Parents/guardians should review each child's immunization status with their physician prior to the school year in order to determine that immunizations are current. In addition to the immunizations required for all students from kindergarten through grade twelve, one Tdap and two varicella vaccines are also required for students entering grade seven.

The immunization requirements set by the Massachusetts Department of Public Health shall not apply if the student's parents present written documentation that the student meets the standards for medical or religious exemption set forth in Massachusetts General Laws (M.G.L., c. 76, s. 15). Students who are not immunized are not only at risk to themselves, but pose a danger of transmission to other students who cannot be effectively immunized. In the event of an outbreak, all non-immunized students will be required to stay at home until the outbreak resolves. Please contact the Nurse Leader with any questions or concerns.

Home or Hospital Education

If a student, due to documented medical reasons, needs to remain at home or in a hospital for not less than fourteen (14) school days in a school year, the student may be provided with tutoring in accordance with 603 CMR 28.03 (3)(c). To obtain home or hospital tutoring, the student's physician must complete the Physicians Statement for Temporary Home or Hospital Education and submit it to the Principal.

Adjustment Counseling Services

The school's Adjustment Counselors work together with the Advisors and school leaders to support the social and emotional growth of all students. Through advocacy, leadership, collaboration, and direct work with groups of students and individual students, the school's Adjustment Counselors help provide a caring and productive atmosphere for students to achieve school success.

The Adjustment Counselors support all students in the school, run small group sessions with some students, and meet individually with some students. The major emphasis of the adjustment counseling program is helping students succeed in school through building healthy habits and relationships, developing strategies for overcoming challenges, and making responsible decisions.

It is important for parents/guardians to keep the necessary school staff informed of any issues outside of school that may impact a student in school. If all the adults in a student's life communicate honestly about behaviors that have been observed, there is a much better chance of helping the student grow positively. If a student is working with a therapist outside of school, or is involved in an outside therapeutic program, parents/guardians are encouraged to sign a release form so that one of our school Adjustment Counselors can communicate with other supportive adults in the student's life.

College and Career Program

As a grades five through twelve college preparatory public school, Rising Tide has developed a program that is designed to provide students with academic, career, and workplace readiness. The school's College and Future Planning Counselor works with Upper School Advisors, students, and parents/guardians in helping to navigate future planning and the college admissions process. The school also has a separate College and Future Planning Handbook, which is available on the school's website and shared with families at college and future planning events.

Guidance and Support

Academic guidance and personal support of students is provided by the College & Future Planning Counselor, the Assistant Principals, and the Academic Dean.

Special Education Services

Rising Tide strives to meet the needs of all students, including students with disabilities. As a public school, Rising Tide is required to follow all laws pertaining to Special Education. The Individuals with Disabilities Education Act (IDEA) and other federal and state laws and regulations guarantee the right of each student to receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE). Rising Tide has an inclusive philosophy, and teachers, staff, and school leaders work hard to ensure that students with disabilities are included with their peers to the maximum extent possible.

Students with disabilities who receive services under an Individualized Education Plan (IEP) are each assigned to a Learning Specialist, who works with the student's teachers to ensure that the IEP is being followed. The student may receive direct services from Learning Specialists and classroom aides in the classroom or in a pullout setting. Related services are provided as described in the IEP, and may include counseling, occupational therapy, speech and language services, specialized reading instruction, or other services as determined by the IEP Team. IEP Teams meet for each student's annual review, to review evaluations of the student, and to discuss parent or teacher concerns.

Referral for Evaluations

If teachers or parents/guardians have a concern about a child's ability to make progress in school, the student may be referred for a Child Study to the Student Support Team. The Child Study is a process that typically takes 4-6 weeks, during which a student's teachers identify areas of strength and weakness and work to identify and test out different strategies with the student to see if any prove beneficial. The Child Study Team is directed by the Student Support Director, and other support staff may be involved in the process to target specific areas of student need. The student's progress is assessed on a weekly basis, based on work samples, observations, and performance on various classroom assessments. At the end of the Child Study process, the team may conclude that the concerns with the student have been resolved, or recommend that strategies continue under a Curriculum Accommodation Plan (CAP). If classroom strategies have had limited benefit and the student continues to have difficulty, the Child Study Team may refer the child for an initial evaluation through the Special Education Department.

Parents/guardians may request an initial evaluation for their child at any time if they suspect the child may have a disability. If a referral is made, verbally or in writing, the Student Support Director will be notified immediately. The school will respond to the parents within five (5) school days. Under most circumstances, the school will test the student in all areas of suspected disability. If the student is making progress in school and the parent does not suspect a disability, the parent's request for testing may be declined. A child does not need to go through the Child Study process prior to being referred for testing by a Parent/Guardian. Parents are encouraged to review their rights under Special Education Law on the Department of Elementary and Secondary Education's website: <http://www.doe.mass.edu/sped/parents.html>

Special Education Parent Advisory Council

Rising Tide Charter Public School has a Special Education Parent Advisory Council (SEPAC). Membership to SEPAC is open to parents/guardians of children with special education needs and anyone interested in Special Education. SEPAC acts as a resource for families, providing support, networking and information about disabilities and the Special Education process.

Rising Tide's SEPAC encourages open communication, understanding, and mutual respect among all students, parents, and the greater community. SEPAC provides a helpful network for parents/guardians, including access to current resources, training, and emotional support. Meeting dates are posted on the school's website and shared through the Monday Memo.

Section 504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973 (Section 504) protects qualified students with disabilities who attend schools receiving Federal financial assistance, assuring that qualified students have educational opportunities and benefits equal to those provided to nondisabled students in the general educational setting. A student is eligible for a Section 504 Plan if the student has, or has a record of having, or is regarded as having, a physical or mental impairment which substantially limits one or more major life activities such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. The development of a Section 504 Plan requires an evaluation process to ensure that students are not misclassified, unnecessarily labeled as having a disability, or incorrectly accommodated. Eligibility for a Section 504 Plan is determined by a committee that includes the appropriate Assistant Principal, the student's Advisor, and the student's parents/guardians.

Title I Program

Rising Tide is a Targeted Assistance Title I School. As a targeted assistance school, Rising Tide receives some Federal programming to support Reading and Math programs for all students. Staff members identify students who are in need of additional Reading and Math support, and offer additional programming to these students. Title I services are designed to supplement the academic program at Rising Tide, not replace the academic program.

ACADEMICS

Expectations

The goal of the academic program at Rising Tide is to give students an opportunity to develop skills, content knowledge, and understandings through the exploration of academic disciplines, interdisciplinary projects, and enrichment activities. At Rising Tide, we believe that any student can succeed if they try their best. Rising Tide has high academic standards and expectations for every student, and has developed a supportive structure to help each student meet such expectations. With appropriate effort, all students can succeed.

Curriculum

For a full explanation of the curriculum of the school, please refer to the Program of Studies.

Massachusetts Curriculum Frameworks

The curriculum is aligned with the Massachusetts Curriculum Frameworks in the following areas: Arts, Comprehensive Health and Physical Education, Digital Literacy and Computer Science, English Language Arts and Literacy, World Languages, History and Social Science, Mathematics, Science and Technology Engineering, and Vocational Technical Education.

Schoolwide Objectives

In addition to the Massachusetts Curriculum Frameworks, the curriculum at Rising Tide is also guided by Schoolwide Objectives for teaching and learning. By the time each student graduates from Rising Tide, they should feel confident in their ability to be an effective Communicator, Investigator, Self-Directed Learner and Community Steward. Teachers use these Schoolwide Objectives to set expectations, create teaching and learning activities, and assess student progress in all school-related activities.

Guiding Questions

Additionally, Rising Tide uses Guiding Questions that help connect academic, community building, and service learning activities to the growth and progress of students from grade five through grade twelve. The work of school is connected to the daily lives of students, and to the questions that individuals try to answer about themselves and the community in the process of growing and learning.

The following are the Guiding Questions:

All Grades: Who am I?

Grade Five: What is my place in the community?

Grade Six: How can I connect with others?

Grade Seven: How can we face challenges?

Grade Eight: How can we take responsibility for ourselves and one another?

Grade Nine: How can we recognize and demonstrate courage?

Grade Ten: How can we recognize and demonstrate integrity?

Grade Eleven: How can we be mindful of and prepare for the future?

Grade Twelve: What is my place in the world?

Comprehensive Health Education

The educational program at Rising Tide is aligned with the Massachusetts Curriculum Frameworks for Comprehensive Health and Physical Education, primarily through Physical Education and Wellness classes. The curriculum explores physical health, emotional health, and social health.

Sex Education

Some units in the curriculum involve topics of human sexual education, human reproduction, and human sexuality issues. These units are designed to be age appropriate and within the guidelines of the Massachusetts Curriculum Frameworks. In accordance with Massachusetts General Laws (M.G.L. c. 71, s. 32A), Rising Tide will notify parents/guardians of any units in the curriculum that primarily

involve human sexual education, human reproduction, or human sexuality issues. Parents/guardians may request to review material from such units and may exempt their children from any portion of the units. All requests for exemption must be presented in writing to the Principal.

Physical Education

All students in grades 5-12 are required to participate in physical education each year. A number of courses, including Physical Education, Plymouth Fitness, Upper School Dance, Middle School Dance and Theatre, and some Elective Courses, require students to wear appropriate attire for physical activity as directed by the teacher.

For a student to be excused from, or limited in, participation in any course that involves physical activity, the school requires a physician's note. The physician's note should state the health reason for the exemption from, or limitation in, participation as well as the duration of such exemption or limitation. For some health concerns, the school may require a physician's note indicating that a student is able to return to participation in physical activity.

Academic Support

Academic support time is built into the weekly schedule for students. These are times when teachers are available to provide extra support to individual students and small groups of students beyond standard class time. While teachers will often reach out to students for these extra help opportunities, it is important for students to learn to take responsibility to ask for support from teachers during these times.

Assessment of Students

On an ongoing basis, students are assessed, both formally and informally, on their ability to demonstrate skills, content knowledge, and understandings of the subject matter in each discipline.

Classwork

Teachers at Rising Tide develop classroom practices that enable students to explore topics and receive ongoing feedback on their own progress within each course. Students are expected to participate fully in their individual, small group, and full group work in each course, and are assessed on their classwork by teachers.

Homework

The faculty and staff at Rising Tide view homework as essential to the learning process and to high academic achievement. Individual work helps students to build on the skills and knowledge they gain in the classroom, and provides opportunities for students to gain deeper understanding through practice, reflection, and synthesis; in addition, homework assists students in developing organizational skills and the ability to follow directions. Homework is an important part of student assessment and is required for high learning standards in secondary school. Homework is another opportunity for teachers to assess student progress and provide ongoing feedback to students.

Completion of homework assignments is an individual student's responsibility, supported by the student's family members; as partners in the educational process, family members are expected to encourage students to take responsibility for completing homework assignments. A student will have consequences if they do not fulfill this responsibility to complete homework.

Students should expect to have homework assignments every night. Depending upon the grade level, completing all homework should, approximately, take between forty-five minutes and two hours each night. If homework is consistently taking a student more than the expected amount of time per night to complete, the student should speak with their Advisor.

Teachers understand that, sometimes, an emergency may arise when a student may be unable to complete an assignment; if such a circumstance should arise, the student should bring a note from home to their Advisor or teacher, explaining the circumstance. Teachers also understand that some assignments may seem difficult to a student. If a student is having difficulty with an assignment, they

can ask a parent or family member to help clarify the assignment, and should spend the appropriate time trying to complete the assignment. At school the next day, it is important for the student to approach the teacher at the beginning of the day to explain the difficulty. Teachers want to help students, and it is important for students to let teachers know when they are having difficulty.

The school provides a Student Agenda for each student in order to assist with organization. Some students in secondary school need help in organizing their time and place for study at home. Each student should have a place at home where they study, away from TV, video games, phones, or other social media distractions. Students should let their Advisors know if they are having trouble keeping organized.

Making up Homework When Absent

If a student is absent from school, the student is responsible for following up with teachers to make-up missed assignments in a timely manner. The standard expectation is for students to complete missed assignments within the same number of periods for the course missed during the absence; for example, if a student misses two class periods of a course, upon the return to school, the student will have two class periods to make-up assignments.

Quizzes, Tests, Papers, Reports, and Projects

Quizzes, tests, papers, reports, and projects provide opportunities for teachers to more formally assess the ability of students to demonstrate skills, content knowledge, and understandings of the subject matter in each course. It is important for students to prepare actively for quizzes and tests, and to fully complete all required components of papers, reports, and projects in a timely manner.

Report Cards

Four times a year, students receive Report Cards. After the first and third terms, the Report Cards contain an assessment of student progress for each subject area including comments and a letter grade. These Report Cards are shared through the Community Portal and discussed at the Student/Advisor/Parent conference. After the second and fourth terms, Report Cards also include each teacher's assessment of a student's progress in demonstrating the Benchmark Skills from each of the four Schoolwide Objectives: Communicator, Investigator, Self-Directed Learner, and Community Steward.

Student/Advisor/Parent Conferences

The Student/Advisor/Parent conferences are noted previously in the Advisory Program section of this Student Handbook. Each student is given an opportunity to preview the Report Card and prepare for the conference, as the goal is for the student to lead the conference. Students are encouraged to discuss achievements and challenges and to develop revised goals and action steps. Parents/guardians are encouraged to join Advisors in listening to and asking questions of the student.

Grades and Marks on Report Cards and Transcripts

The faculty and staff at Rising Tide believe that a letter grade should indicate the degree to which a student has demonstrated skills, content knowledge, and understandings according to the standards of the course. All formal and informal assessments from a course are considered by teachers in the grades and marks earned by students. Courses are not leveled. The grade point average (GPA) is not weighted, and students are not ranked. If a student has exceeded the standard expectations, the range should be B+ to A. If a student has met the standard expectations, the range should be C to B. If a student has not met the standard expectations, the range should be F to C-. The highest grade a student may earn in a course is an A. The lowest grade a student may earn in order to pass a course is a D-.

Grading Scale

Letter Grade	Percent Grade	4.0 Scale
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0

Benchmark Skills Scale

Emerging	Learning	Accomplished	Distinguished
1	2	3	4

Scale For Courses Not Included in GPA

Unsatisfactory	Needs Improvement	Satisfactory	Outstanding
U	N	S	O

Standardized Testing

Student progress is also measured through standardized testing. All students educated with public funds in Massachusetts are required to participate in the Massachusetts Comprehensive Assessment System (MCAS). MCAS tests are given to students at all grade levels at Rising Tide during testing periods, primarily in the spring. The tests are designed to measure student performance based on the learning standards of the Massachusetts Curriculum Frameworks.

Students in Grades 5-10 also participate in Star Reading and Mathematics tests. Some Upper School students choose to participate in the PSAT, SAT, ACT, and AP Exams.

Promotion Requirements

In keeping with the mission of the school, Rising Tide will graduate capable and prepared young adults who have acquired skills and knowledge as well as developed a sense of being a strong community member. Some students may need more time to develop the necessary skills, content knowledge, and understandings necessary to be promoted. A student's grade level cohort placement is based upon the academic record of the student with consideration to the Rising Tide academic program.

Middle School Students

Promotion

A student's promotion to the next grade level depends on the following criteria:

- Satisfactory progress in demonstrating the Schoolwide Objectives and Benchmark Skills
- Satisfactory narrative comments from teachers and passing letter grades for each course

Non-Promotion

A student may not be promoted to the next grade level for any of the following reasons:

- Unsatisfactory progress in demonstrating the Schoolwide Objectives and Benchmark Skills
- Failing, or receiving No Credit (NC) for two or more courses

Upper School Students

For Upper School students, there is a greater emphasis on earning credits and meeting graduation requirements than on promotion from one grade-level Advisory to the next grade-level Advisory.

Promotion

A student's promotion to the next grade-level Advisory depends on the following criteria:

- Satisfactory progress in demonstrating the Schoolwide Objectives and Benchmark Skills
- Satisfactory narrative comments from teachers and passing letter grades for each course

Non-Promotion

A student may not be promoted to the next grade level Advisory for any of the following reasons:

- Unsatisfactory progress in demonstrating the Schoolwide Objectives and Benchmark Skills
- Failing, or receiving No Credit (NC) for the number of courses which, through the promotion, would prevent the student from the opportunity to earn enough credits and meet all the graduation requirements in the amount of years remaining

Credit Recovery

At Rising Tide, students must work within the school schedule to recover any necessary credits to meet graduation requirements.

Graduation Requirements

A minimum of twenty-eight (28) credits is required for graduation from the Upper School at Rising Tide. Full-year courses are given one (1) credit. Semester courses are given a half (.5) credit. The following are the minimum credits required for each discipline:

- *English* 4 credits
- *Mathematics* 4 credits
- *Science* 4 credits
- *Social Studies* 3 credits
- *World Languages* 3 credits in one language
- *Arts* 3 credits
- *Physical Education* 2 credits

Students are not permitted to graduate early. Each student must also meet the Competency Determination (CD) standard of the state through successful participation in the Massachusetts Comprehensive Assessment System (MCAS) tests in high school English Language Arts, Mathematics, and Science and Technology/Engineering.

ADDITIONAL POLICIES

Non-Discrimination Policy

Each student has a right to an equal education. No student will be excluded from admission to Rising Tide Charter Public School, or excluded from or discouraged from participation in any element of the school's program, on the basis of race, color, sex, gender identity, homelessness, religion, national origin, disability, or sexual orientation (in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, M.G.L. c. 76, s. 5).

No student should be subjected to unfair treatment, discrimination, or harassment due to differences or perceived differences in abilities, body type, school achievement, race, color, sex, gender identity, homelessness, religion, national origin, disability, or sexual orientation.

In accordance with M.G.L. c. 71 s. 84, no student who is pregnant, or who has become a parent, will be excluded from regular classes or extra-curricular activities. Rising Tide does not require a pregnant student to submit a physician's statement in order to attend school or participate in extracurricular activities.

Anti-Harassment Policy

No student should be subjected to unwelcome verbal harassment or abuse such as teasing, threatening, name calling, or bullying.

No student should be subjected to unwelcome written forms of harassment such as teasing, threatening, name calling, or bullying.

No student should be subjected to unwelcome non-verbal harassment such as hitting, shoving, or making gestures that ridicule, antagonize, or threaten the student.

Anti-Sexual Harassment Policy

No student should be subjected to unwelcome sexual advances, requests for sexual favors or other inappropriate verbal or physical conduct of a sexual nature by another student or a staff member.

No student should be subjected to unwelcome touching or pressure for sexual activity, accompanied by implied or explicit threats concerning one's grades or inclusion in the community.

No student should be subjected to the unwelcome display of sexually suggestive objects, drawings, pictures, or cartoons from email, internet publications, or any other media source.

Response to Acts of Discrimination, Harassment & Sexual Harassment

Notification

Each person within the Rising Tide school community should feel safe to operate freely within the school and feel unencumbered by unwelcome comments, gestures, or actions.

If a student believes that they have been discriminated against, harassed, or sexually harassed, it is important for that student to let a trusted adult member in the Rising Tide community (Advisor, Teacher, Principal, Dean of Community, Assistant Principal, Adjustment Counselor, Nurse, Student Support Director, Head of School, or any other trusted adult) know what has happened. If a trusted adult in the Rising Tide community learns about any acts of discrimination, harassment or sexual harassment, the trusted adult will work with school leaders to ensure that any reports are investigated and resolved promptly. Together with the Advisor(s) of any involved student(s), they will determine if disciplinary action is necessary.

Disciplinary Action

Any student or staff member who engages in acts of discrimination, harassment, or sexual harassment will be subject to disciplinary action. The procedures for student discipline are outlined in this Student Handbook. The procedures for the discipline of staff members is outlined in the Employee Handbook.

Follow-up

The parents/guardians of all involved students will be contacted and kept informed. The school response to acts of discrimination, harassment, or sexual harassment will often include counseling and, if appropriate, mediation, with the involved parties. Principal, or Head of School, will follow-up with the involved parties to make sure that the situation has been corrected, to prevent reoccurrence, and to ensure that no individual is subjected to acts of retaliation.

Civil Rights Grievance Procedures for Students

Rising Tide Charter Public School is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, or disability. The school has developed a Civil Rights Grievance Procedure that is available on the school's website: [Rising Tide Civil Rights Grievance Procedure](#).

Rights of Eighteen-Year-Old Students

Any student who is eighteen years of age or older has the legal rights of an adult and may take responsibility for the following:

- Signing permission slips as well as absence, tardy, and dismissal notes
- Making decisions to authorize or limit access to their own school records
- Making decisions related to special education services
- Making decisions about withdrawing from school.

If a student chooses to take over from their parents/guardians responsibility for school life, the student must complete an Age of Majority form and present it to the Principal. Even if a student chooses to exercise their rights and responsibilities for school life, Rising Tide will continue to share letters, report cards, and disciplinary notices with the parents/guardians of the student.

No Hazing

The hazing of students as a part of an initiation to any student organization, activity, or class conducted by any individual or group will not be tolerated at Rising Tide. Any student who organizes or participates in hazing will be referred for disciplinary action. Hazing is prohibited in Massachusetts, as defined in Massachusetts General Law 269, sections 17-19:

Section 17

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

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

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

Section 18

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

Section 19

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of

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

Bullying Prevention and Intervention

Overview

Rising Tide has developed a Bullying Prevention and Intervention Plan (the Plan) as required under M.G.L. c. 71, § 370 in consultation with school personnel (including staff, professional support personnel, and administrators), school volunteers, community representatives, state agencies, including local law enforcement agencies, students, and Rising Tide parents and guardians. The Plan will be updated at least biennially. The Plan is intended to continue the philosophy and practice of Rising Tide in the context of the state law. The Head of School, Middle School Principal, and Upper School Principal are responsible for the implementation and oversight of the Plan. This Plan applies to all students regardless of legal status. The Student Handbook includes excerpts of the student-related sections of the plan.

The Rising Tide Charter Public School community is a close and caring group of students, Advisors, Teachers, staff, and parents. We value our relationships with one another and strive to develop an atmosphere of trust, respect for differences, support and understanding. Rising Tide is committed to providing a safe learning environment that is free from bullying, cyberbullying, and retaliation.

At Rising Tide, we expect that all members of the school community, adults and students, will treat one another in a civil manner with respect for differences. All students deserve to feel respected and safe in our school community.

We understand that members of certain student groups, or people associated with certain student groups, may be more vulnerable to becoming victims of bullying, harassment, or teasing based on actual or perceived differentiating characteristics, including but not limited to: race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability.

Rising Tide takes specific steps to create a safe, supportive environment for all populations in the school community, including vulnerable populations, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment or teasing. These steps are delineated throughout this Plan, and include specific age-appropriate curricula for all Rising Tide students.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the victim's sense of safety. We will support this commitment in all aspects of our school community, including curricula, staff development, extracurricular activities, and family involvement.

Definitions

Bullying is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

1. causes physical or emotional harm to the victim or damage to the victim's property;
2. places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the victim;
4. infringes on the rights of the victim at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

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

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.

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

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

Hostile Environment 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 the student's education.

Bullying, Cyberbullying, and Retaliation Prohibited

Acts of bullying, which include cyberbullying, are prohibited on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Acts of bullying, which include cyberbullying, are also prohibited at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the victim or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

Prevention of Bullying

Expectations of the School Community

All members of the school community are expected to honor and uphold the Community Standards of Behavior, which are shared annually in the Student Handbook, the Staff Philosophy and Practice Handbook, and the school website. These standards are centered around four strong principles: Honesty, Trust, Respect, and Responsibility.

The structure at Rising Tide is designed to support students in upholding these Community Standards of Behavior, with relatively small class sizes, teams of Teachers who communicate about students, Advisors who support students at school and communicate directly with families, and a team of staff members who meet weekly about the overall wellness of individual students at the school. Team-building activities and Service Learning projects enable students to learn more about themselves and others in positive ways.

This Bullying and Intervention Plan, as well as summaries of the Plan, is shared with students, staff members and families annually on the school website.

Work with Students - Specific Approaches

Specific bullying prevention approaches with students are explored through the Comprehensive Health curriculum in addition to other curricular areas at Rising Tide. Teachers develop the curriculum from such resources as the Anti-Defamation League (ADL), Teaching Tolerance, and the Massachusetts Aggression Reduction Center (MARC). The bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

Work with Students - Specific Approaches

Specific bullying prevention approaches with students are explored through the Comprehensive Health curriculum in addition to other curricular areas at Rising Tide. Teachers develop the curriculum from such resources as the Anti-Defamation League (ADL), Teaching Tolerance, and the Massachusetts Aggression Reduction Center (MARC). The bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using literature to address bullying through identification, catharsis and insight;
- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Students will also review the student-related sections of the Bullying Prevention and Intervention Plan as a part of the Comprehensive Health curriculum.

Work with Student - General Approaches

General bullying prevention approaches with students are practiced at Rising Tide through an inquiry- and skills-based approach that is designed to support academic and personal growth in students. The following approaches are integral to establishing and maintaining a safe and supportive school environment:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students listed in the *Overview* section of this plan;
- noticing and addressing gateway behaviors;

- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Reporting Bullying, Cyberbullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A Rising Tide staff member is required to report immediately to the appropriate Dean of Community or Assistant Principal any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not Rising Tide staff members, may be made anonymously. Rising Tide will make a variety of reporting resources available to the school community, including a Bullying Reporting Form. Reports may be submitted to the appropriate Principal or Assistant Principal, or any other Teacher or staff member. Reports may be made in writing or by calling or emailing. Students can report bullying, either anonymously or with their signature, in one of several drop boxes around the school.

Use of a Bullying Reporting Form is not required as a condition of making a report; however, Rising Tide will make the Bullying Reporting Form available in the school office, the counseling office, and the school nurse's office and post the Bullying Reporting Form on the school's website. The Bullying Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

Reporting by Staff

A staff member will report immediately to the appropriate Dean of Community or Assistant Principal, in writing, when they witness or become aware of conduct that may be bullying or retaliation. When the Dean of Community or Assistant Principal is the alleged perpetrator, the report will be made to the appropriate Principal. When the Principal is the alleged perpetrator, the report will be made to the Head of School. The requirement to report does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others

Rising Tide expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the appropriate Principal or Assistant Principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged perpetrator solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. To ensure their safety, students will be provided practical, safe, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the appropriate Dean of Community or Assistant Principal. In instances where the Dean of Community or Assistant Principal is the alleged perpetrator, reports should be made to the appropriate Principal; in instances where the Principal is the alleged perpetrator, reports should be made to the Head of School.

Responding to a Report of Bullying, Cyberbullying or Retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the appropriate Dean of Community will take steps to assess the need to restore a sense of safety to the alleged victim and/or to protect the alleged victim from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the victim and/or the perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the victim; and altering the perpetrator’s schedule and access to the victim. The appropriate Principal or Assistant Principal will take additional steps to promote safety during the course of and after the investigation, as necessary.

The appropriate Dean of Community will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Investigation

The appropriate Dean of Community or Assistant Principal will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. Procedures for investigating reports of bullying, cyberbullying and retaliation will be consistent with Rising Tide’s procedures for investigating reports of student concerns.

During the investigation the appropriate Dean of Community or Assistant Principal will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The appropriate Dean of Community or Assistant Principal will remind the alleged perpetrator, victim, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

The School Counselor, Advisors, and other Teachers may support the appropriate Dean of Community or Assistant Principal with the investigation as appropriate. As with all disciplinary matters at Rising Tide, student confidentiality will be maintained during the investigative process. The appropriate Dean of Community or Assistant Principal will maintain a written record of the investigation.

Determinations

The appropriate Dean of Community or Assistant Principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying, cyberbullying or retaliation is substantiated, a Community Standards Meeting or a Principal’s Hearing will be held for the perpetrator. The procedures for a Community Standards Meeting or a Principal’s Hearing are included in the Student Handbook; the disciplinary process is designed for a student to admit a mistake, understand the reasons for the mistake, and to find ways to learn from and not repeat a mistake.

If, after investigation, it is determined that a student has knowingly made a false accusation of bullying, cyberbullying or retaliation, a Community Standards Meeting or a Principal’s Hearing will be held for the student who knowingly made a false accusation.

The Community Standards Meeting or Principal’s Hearing will take steps reasonably calculated to prevent recurrence and to ensure that the victim is not restricted in participating in school or in benefiting from school activities.

The appropriate Dean of Community or Assistant Principal will promptly notify the parents or guardians of the victim and the perpetrator about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying, cyberbullying, or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the appropriate Principal or designee cannot report specific information to the victim’s parent/guardian about the disciplinary action taken unless it involves a “stay away” order or other directive that the victim must be aware of in order to report violations.

The appropriate Dean of Community or Assistant Principal shall inform the parent/guardian of the victim about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Responses with Involved Students

Rising Tide will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370(d)(v).

Taking Disciplinary Action

A Community Standards Meeting or a Principal's Hearing will determine disciplinary consequences and remedial responses for a student on the basis of facts reviewed during the meeting, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Disciplinary actions will remain consistent with the disciplinary practices at Rising Tide, practices that are outlined in detail in the Student Handbook.

The Community Standards Meeting will work to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

No disciplinary action will be taken against a student solely on the basis of an anonymous report.

Teaching Appropriate Behavior Through Skills-building

Any students involved with bullying, including the perpetrator, victim or others, may benefit from the following skill-building approaches:

- offering individualized skill-building sessions based on the school's bullying prevention curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with the school counselors and teachers;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the bullying prevention curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills.

Promoting Safety for the Victim and Others

The appropriate Dean of Community or Assistant Principal will consider what adjustments, if any, are needed in the school environment to enhance the victim's sense of safety and that of others as well. Specific responses to promote safety are described in the previous section of the Plan, titled Safety.

Within a reasonable period of time following the determination and the responses with involved students, the appropriate Principal, Assistant Principal, or Dean of Community will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the appropriate Principal, Assistant Principal, or Dean of Community will work with appropriate school staff to implement them immediately.

Notification to Parents, Other Schools, Law Enforcement

Notice to Parents or Guardians

Upon determining that bullying, cyberbullying, or retaliation has occurred, the appropriate Dean of Community or Assistant Principal will promptly notify the parents or guardians of the victim and the perpetrator of the determination, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Dean of Community, Assistant Principal, or Principal will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement

At any point after receiving a report of bullying, cyberbullying, or retaliation, including after an investigation, if the appropriate Dean of Community, Assistant Principal, or Principal has a reasonable basis to believe that criminal charges may be pursued against the perpetrator, the appropriate Principal, Assistant Principal, or Dean of Community will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the perpetrator.

Access to Resources and Services

Support Services

School personnel, including the Adjustment Counselors, the School Nurses, and the Wellness Director are available to provide assistance to the victim, the perpetrator, and others. The Adjustment Counselors support students individually and run social skills groups. When deemed appropriate, students and their families may be referred to community-based agencies for outside counseling or other services. Rising Tide Charter Public School maintains a list of outside agencies and services available for students and families. Parents/guardians should contact an Adjustment Counselor at Rising Tide to obtain assistance and/or referral to an outside agency.

Students with Disabilities

At each IEP meeting, the Team will discuss whether the student has a disability that affects social skills development or if the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability. If the Team determines that this is the case, it will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Identifying Resources

The committee that reviews the Plan biennially will work to identify any gaps in the resources or services available to the school community in providing a safe and supportive school environment; from this review, recommendations may be made to improve such resources or services.

At least once every four years, Rising Tide will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying within the school. The results of the survey will be considered by the committee that reviews the Plan to assist in identifying areas of concern, determining school climate needs, and inform decision-making for bullying prevention strategies.

Additionally, Rising Tide collects, maintains, and reports bullying incident data as required by M.G.L. c. 71 § 370(k). Such data will be collected by the Principals or designee and reported to the Department on an ongoing basis.

Collaborating with Families

In addition to consultation with Rising Tide families in the creation of the Plan, Rising Tide recognizes that collaboration and communication with families is paramount to creating a safe and supportive school environment.

Each year Rising Tide will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Rising Tide will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

Training and Professional Development

Annual staff training on the Plan

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Dean of Community or Assistant Principal will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and district wide professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by Rising Tide for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

Written notice to staff

Rising Tide will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the Rising Tide employee handbook and the code of conduct.

Problem Resolution System

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the victim about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

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

Physical Restraint Policy

Introduction

It is the policy of Rising Tide Charter Public School (Rising Tide) to promote a safe and productive workplace and educational environment for its employees and students and to ensure that every student in the school community is free from the use of physical restraint in compliance with the applicable Department of Elementary and Secondary Education regulations.

Accordingly, school personnel shall administer a physical restraint only as a last resort when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint.

This policy shall not be construed to limit the protection afforded to students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, this policy shall not be construed to preclude any teacher, employee or agent of Rising Tide from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The Head of School will develop written procedures and guidelines related to this policy identifying: (1) appropriate responses to student behavior that may require immediate intervention; (2) Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure; and (3) alternative methods that should be used first when seeking to prevent student violence, selfinjurious behavior, and suicide, including individual crisis-planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, including alternative methods in emergency situations that avoid resorting to physical restraint.

Physical Restraint Procedures

Definitions

Consent shall mean agreement by a parent/guardian who has been fully informed of all information relevant to the activity for which agreement is sought, in their native language or other mode of communication, that the parent/guardian understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time.

Mechanical restraint shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of their body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician and consented to in writing by the parent/guardian of the student.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. The use of medication restraint is prohibited unless explicitly authorized by a physician and consented to by the parent/guardian of the student.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit selfinjurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. The use of prone restraint is expressly prohibited.

Restraint shall mean limitation on a student's physical movement using force against the student's resistance.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes he or she will be prevented, from leaving. Seclusion does not include a timeout. The use of seclusion is expressly prohibited.

Timeout shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During timeout, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Timeout shall cease as soon as the student has calmed or when fifteen (15) minutes has passed, whichever event is earlier. If a student has not sufficiently calmed after an attempt to return the student to the learning activity at the conclusion of fifteen (15) minutes, the student may be placed in a subsequent time-out period. If after thirty (30) minutes have passed, the student remains dysregulated, the student shall be escorted to the Dean of Community/Assistant Principal/Principal's office. The preference is for timeout to be implemented within a classroom. Any space utilized for timeout outside of a classroom must be approved by the Office of Student Services before it is utilized. Any use of timeout must be logged and shared with the Principal.

Use of Restraint

If all other lawful and less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, selfinjurious behavior and/or deescalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used as a last resort.

In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to themselves or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.

Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint.

Other Limitations on Use of Restraint

The following practices are expressly prohibited: (i) use of restraint inconsistent with the provisions set forth above; (ii) use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm; (iii) use of prone restraint; (iv) use of mechanical restraint; (v) use of medication restraint that has not been approved by a physician or consented to by the student's parent/guardian; (vi) use of restraint when a student cannot be safely restrained; and (vii) continued use of restraint when a student indicates that he or she cannot breathe, or appears to be in severe distress (including but not limited to: difficulty breathing, sustained or prolonged crying and coughing).

Restraint may not be included as a planned response in an IEP. However, for students who present with repetitive selfinjurious behaviors, the Principal may propose to the parent/guardian a separate written agreement for the use of restraint on an emergency basis over a limited and specified period of time. In such cases the plan must include detailed reporting to the parent/guardian on the frequency of the use and duration of restraints, and the specific time period over which the use of physical restraint will be

reduced and eliminated. The Principal shall obtain the parent/guardian's written consent to the plan prior to implementation.

Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth or basic training as detailed herein. Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed herein, and shall discontinue the restraint as soon as possible.

All physical restraint must be terminated as soon as the student is no longer an immediate danger to themselves or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

It should be noted, however, that these training requirements shall not preclude a teacher, employee or agent of the school from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color, temperature and respiration. Any and all restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to themselves or others.

Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates difficulty breathing or significant physical distress, including but not limited to, trouble breathing or prolonged coughing or crying, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student, as well as known or suspected trauma history.

At any time during the administration of a physical restraint, school personnel may take steps to seek medical assistance if it appears that the student is demonstrating significant physical distress.

Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the Principal or their designee shall implement the follow-up procedures: (1) review the restraint with the student to address the behavior that precipitated the restraint; (2) review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; (3) follow-up should occur with students who witnessed the incident, including teacher debrief, counselor debrief or the use of restorative practices; (4) written notification of the restraint should be sent to the Office of Student Services and the Head of School promptly and no later than within 24 hours of the incident; and (5) verbal and written notification of the restraint shall be communicated to the parents/guardians as soon as practicable.

Reporting Requirements

Every use of physical restraint shall be documented in writing and reported to the Head of School including the name of the student restrained. The Head of School shall maintain ongoing records of all reported instances of physical restraint.

The school staff member who administers a physical restraint that results in an injury to a student shall verbally inform the Principal or their designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the Principal for review of the use of restraint no later than the next working day after the restraint was administered. If the Principal has administered the restraint, he or she shall prepare the report and submit it to the Head of School for a team designated to review it by the Head of School.

The Principal or their designee shall verbally inform the student's parents/guardians of any physical restraint as soon as possible but no later than twenty-four (24) hours after the use of restraint, and by a written report postmarked no later than three (3) school working days following the use of the physical restraint. The Principal shall provide the student and the parent/guardian an opportunity to comment in writing on the use of the restraint and on information in the written report.

The Principal shall convene a student support team to make an assessment of an individual student's needs if a student has been restrained on two (2) separate occasions within a seven (7) day period or three (3) times within a thirty (30) day period. Members of the student support team shall participate in the assessment. Each member of the student support team shall read written reports of restraint and any comments provided by the student and parent/guardian about such reports and the use of the restraints. In addition to review and discussion of such reports by the student support team, the assessment shall include an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved. The assessment shall conclude with a plan for addressing any factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions, as appropriate, with the goal of reducing or eliminating the use of restraint in the future. The Principal shall ensure that a record of each individual student reviewed by the student support team is maintained and made available for review by the Department of Elementary and Secondary Education, upon request.

The Principal shall conduct a quarterly review of schoolwide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints schoolwide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The Principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management practices and procedures, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Training Requirements

All Program Staff

Within the first month of each school year, the Principal or their designee shall provide all program staff with training on restraint prevention and behavior support, the requirements of when restraint is used and this policy.

Additionally, for all new school employees that are hired after the start of the school year, the Principal or their designee shall within the first month of their employment provide the new employees with training on this policy. The training shall consist of the following: (a) this policy and related procedures and guidelines developed by the Head of School (b) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances, including use of timeout as a behavior support strategy distinct from seclusion; (c) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (d) administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student, including known or suspected trauma history; (e) the role of the student, staff and family in preventing use of restraint;

and (f) identification of program staff who have received in-depth training in the use of physical restraint.

Staff Authorized to Serve As a SchoolWide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the Principal shall identify program staff that is authorized to serve as a schoolwide resource to assist in ensuring proper administration of physical restraint.

The content of the in-depth training shall be competency-based and at least sixteen (16) hours in length. Such individuals shall participate in at least one refresher course during subsequent school years of no less than eight (8) hours in length. Training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of 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; (e) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and socialemotional effects; and (f) demonstration by participants of proficiency in administering physical restraint.

Complaint Procedures

Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by raising the issue with the Principal. The student and their parent/guardian should direct their concerns regarding a specific use of a physical restraint to the Principal within ten (10) days of the parent/guardian's receipt of the written report from the school as detailed herein. The Principal shall attempt, within their authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or their parent/guardian are not satisfied with the resolution, or if the student and/or their parent/guardian does not choose informal resolution, then the student and/or their parent/guardian may proceed with the formal complaint process detailed herein.

Formal Resolution of Concern About Use of Physical Restraint

A student or their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Head of School. The student and/or their parent/guardian should submit this letter to the Head of School within twenty (20) days of the parent/guardian's receipt of the written report from the school as detailed herein. The written complaint shall include (a) the name of the student; (b) the location where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Head of School, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Head of School and/or their designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Head of School and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Head of School shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

Enrollment Policy

Rising Tide's enrollment policies and procedures are consistent with the Massachusetts Charter School Statute (MGL, ch.71, sec. 89), and the Charter School Regulations (603 CMR 1.00). As a public school, Rising Tide is open to all students who reside in the Commonwealth of Massachusetts. In admitting students, Rising Tide does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, homelessness, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement. The full enrollment policy is published on the Enrollment page of the school website.

Technology and Network Acceptable Use Policy

Guiding Statement

In an inquiry and skills-based classroom, technology is used as a tool to support investigation, communication, and collaboration. Technology provides many opportunities for students to explore the world beyond school and to practice important skills, from word processing to computer programming. When used in the context of supportive relationships among Teachers and students, the purposeful use of technology enhances the teaching and learning experience and provides opportunities to learn new skills.

All users of technology at Rising Tide Charter Public School (Rising Tide) are expected to follow the school's Community Standards of Behavior. Rising Tide's Guiding Principles of Honesty, Trust, Respect, and Responsibility apply to the use of technology equipment and the internet. Failure to follow these guidelines could result in disciplinary action which could lead to revocation of technology privileges.

Staff members should report concerns to their Advisory Team Leader, Curriculum Coordinator, or the Educational Technology Director. Students should report concerns to their appropriate classroom Teacher, Advisor, Assistant Principal, or Principal.

Equipment and Tools

Rising Tide provides technology equipment and tools to staff and students. Each user may use these tools only for school-related work.

- Each user is expected to respect the school's equipment through careful use and to report any damages, including breakages, missing parts, or theft, immediately.
- Any error messages, including virus alerts, should be reported immediately.
- No user may download software without approval.
- No user may change or modify any settings without permission from the Educational Technology Director.
- Each user should return equipment to its proper location.
- Students may not use personal technology equipment or tools, including laptops, tablets, or other smart devices, without specific permission from the Educational Technology Director.

Internet, Email Communication, and Online Collaboration

Any online activity, including communication and collaboration, should reflect essential components of Rising Tide's philosophy, including taking responsibility, building meaningful relationships, and respecting others. Online communication should not replace verbal, face-to-face communication.

- Upon enrollment at Rising Tide, each student is assigned an account within the Rising Tide domain. Upon withdrawal, or after graduation from Rising Tide, each student's account is deleted.
- Each user's assigned account within the Rising Tide domain is for school-related, educational purposes only. Technology use will vary for each course; Teachers will communicate with students the expectations for technology use within a course or for particular projects or assignments.
- Each user's assigned account within the Rising Tide domain includes Google Drive. Each user should use Google Drive to create and save documents. Each user can access these documents through

their account at school or outside of school using an internet connection. Documents may also be shared through Google Drive when appropriate for educational purposes.

- Each user's assigned account within the Rising Tide domain includes a Gmail address. This email address is for school-related business only; it is not a personal email account.
- Each user should only send authentic messages through their account within the Rising Tide domain. Users should never send email messages with forged header information, or modify the header or content of forwarded emails that have been authored by someone else without clearly stating that the email has been modified and how it has been modified. If a user receives an inauthentic message, the user is responsible for reporting the incident to a staff member.
- Users should never transmit messages that may be disrespectful, offensive, or are any form of harassment.
- Users should never send unsolicited email messages, junk mail, chain letters.
- Each user may only use their personal log-on information and may not share passwords with other users.
- Rising Tide email accounts are primarily for internal communication; however, at a Teacher's discretion, some assignments may require students to communicate with individuals from organizations outside of Rising Tide.
- The security of a student's account within the Rising Tide domain is the responsibility of the student. Each user should log out of Google Chrome and of their Google account after each use.
- Each user is expected to use the internet for educational purposes only.
- If a user accesses inappropriate material online, the user is responsible for reporting the incident to a staff member.
- All material used from the internet should be properly cited.

Password Policy

To ensure digital safety, it is essential for students to create strong passwords, protect those passwords, and change them on a regular basis. All passwords for student accounts existing within the Rising Tide domain must conform to the guidelines described below:

Policy	Security Setting
Enforce Password History	A password different than the most recent 8
Special Characters/Capitals/Numbers	1 Each
Minimum Password Length	8 Characters
Password Expiration	180 Days

Students should not use the same password for Rising Tide accounts as for any non-Rising Tide account or share Rising Tide passwords with anyone. All passwords are to be treated as sensitive and confidential information. If an account or password is suspected to have been compromised, the student is responsible for reporting the incident to a staff member.

Monitoring and Filtering

- The school maintains control over the Rising Tide domain, including, but not limited to, Google Drive and Google Email. Items stored on Google Drive and staff and student Google Email communications are not private. The school does not anticipate needing to view staff or student accounts within the Rising Tide domain, but if the need arises, the school reserves the right to do so.
- Rising Tide will take precautions required by the Children's Internet Protection Act to restrict access to undesirable materials including, but not limited to, installing content filtering software or using an Internet provider that uses content filtering software. This software should not give users a false sense of security; the ultimate responsibility for appropriate Internet use lies with the user.

- Additionally, by accepting this technology and network acceptable use policy, it is understood that all parties understand and accept that students may use various other services provided by Google, including but not limited to Google Maps, databases, research libraries, etc., which may collect additional user data.
- While certain Google services extending beyond the core duo of Google Mail and Drive have special settings to preserve the privacy of those below the age of 18, users and families understand and accept that there is always a certain risk inherent to using the Internet and accept the risk that comes with using programs, software, and apps not explicitly enumerated in this document, including third-party applications/apps which may collect some degree of personal information from parties using them.
- Rising Tide Charter Public School is not responsible for personal information collected by third-parties, and the user/user's family accepts this risk by utilizing school-issued devices, the school district's internal network (LAN), and the Internet at large.

School Supplies and Textbooks

Some school supplies that students keep, such as a student agenda or paperback books in which students practice the skills of marking a text, are purchased by the school; other items, including notebooks, paper, pencils, pens, and colored pencils need to be purchased by students and their parents/guardians outside of school. Parents/guardians should speak with their child's Advisor if they have difficulty purchasing any school supplies. Textbooks, if used in a course, are provided for students by the school to borrow for the year. At the end of the school year, students are expected to return the school's textbooks in excellent condition. If a student does not return the books, or if a book is damaged, the family of the student is responsible for the cost of replacing the book(s). Rising Tide is not able to supply an extra set of textbooks for a student unless an accommodation for extra textbooks is listed on the student's IEP or 504 Accommodation Plan.

Lockers and Cubbies

Lockers, at the Upper School, and cubbies, at the Middle School, are provided to students for the storage of books and personal items. The lockers and cubbies are property of the school and are subject to search at any time for reasonable cause. Students may not decorate or post anything on the exterior of lockers or cubbies. Students may not change lockers or cubbies without prior approval from the Principal. Students may not share lockers or cubbies with other students.

Posted Materials

No posters, flyers, or other announcements, whether for Rising Tide events or events outside of school, may be posted without prior approval from the Dean of Community. Students who post approved materials are responsible for removing the materials after the event has occurred.

Prohibited Items

Any student possessions brought to school must be lawful, not dangerous or threatening. School staff members may conduct searches of students' possessions if a staff member feels it is necessary to ensure the safety of all students. Any searches will take place on school grounds and at least two adults will be present. Students are expected to comply with a search; if a student does not comply with a search, staff members may need to call the police. The following are items that are prohibited at the school; possession or use of these items will likely result in disciplinary action.

Fire

Any unauthorized use of fire (e.g. cigarettes, lighters, candles, incense, firecrackers, etc.) on school property is a potential threat to the safety of others and is not permitted. Students may not bring any items that could create fires, such as matches or lighters, to school.

Weapons or Simulated Weapons

No student at Rising Tide is allowed to carry any type of weapon or simulated weapon to school; examples include guns, knives, bullets, peashooters, toy guns, squirt guns, and laser pointers. The Gun-Free Schools Act and state statute require a one-year minimum expulsion of any student who brings a firearm to school.

Illegal Substances

Possession of drugs, alcohol, nicotine, any illegal substance, or drug paraphernalia, including vaping devices, at school will not be tolerated. Rising Tide Charter Public School is a DRUG FREE ZONE.

Food and Beverages

Students are expected and encouraged to follow the nutrition standards of the Wellness Policy. Middle School students may not arrive at school with drink containers of coffee, or other caffeinated or artificially sweetened drinks. Students may drink water in classrooms. Upper School students are permitted to arrive at school with drink containers of coffee, or other beverage if they arrive to school on time; Upper School students who are tardy must dispose of drink containers upon entering the building. Students are not permitted to have food delivered to the building during school hours.

Phones and Smart Devices

Students are expected to be present with the rest of the school community during all program times at Rising Tide. Students are not permitted to use mobile phones or other smart devices, including wearable smart devices, to make calls or send text messages within the school building. Phones need to be turned off and put away, such as in a locker or bag upon entering the school building. Personal headphones or airbuds must also be off and away upon entering the school building. This rule applies during school hours within the building. This rule also applies to school field work and special trips, unless specific permission has been granted for a trip. Exceptions may be made for students with a medical need for a smart device.

If school staff members see a student using a mobile phone, sending or receiving or text messages on a mobile phone or smart devices, or using personal headphones or airbuds during school hours within the building, the student will face consequences. For the first offense, the phone, smart device, personal headphones, or airbuds will be taken by a staff member and brought to the front office. If there is a second offense, the the phone, smart device, personal headphones, or airbuds will be taken and brought to the front office and the Dean of Community will call the parents/guardians. If there is a third offense, the the phone, smart device, personal headphones, or airbuds will be taken and the Dean of Community will schedule a meeting with the parents/guardians and the student. Students may use the school telephones to call home for emergencies only, and need permission from a Teacher to go to the school office to call; school leaders may permit a student to make a call from their mobile phone while in the office. Students should make after-school plans before arriving at school. During testing, students may be required to turn in a mobile phone or smart device at the front of the classroom for the duration of the test. For certain classes, students may need to use headphones for the work of the course.

Electronics

Students are not allowed to use the following items during the school day: mobile phones, mobile smart devices, music players, airbuds, cameras, game systems, or other electronic devices. If a student is found to be using any of these items at school, the student may face consequences. Students are allowed to play games and listen to music quietly on the bus, but the electronic items must be turned off and put away before entering the building.

Personal Property

Rising Tide is not responsible for personal items that may be lost or stolen at school. Parents/guardians should insure any valuable possessions that students bring to school. Names should be clearly printed on

the outside of book bags, lunch bags, books, calculators, and clothing. Unclaimed items will be donated to charitable organizations periodically.

Student Celebrations and Deliveries to Students

Rising Tide community members need to be sensitive to the needs and feelings of all students at the school. Special birthday and other personal celebrations, involving only one student or a few students, should take place at home, rather than at school. Parents/guardians should not deliver, or have delivered, presents, flowers, balloons, etc. to the school for a student. Surprise deliveries during the school day can be very distracting to the learning environment. Students may not have personal items, including food, delivered to the school building during school hours.

Visitors

The school building is full of activity during the school day. Outside of special events for the school community, it is important for any visitors to the school to make arrangements with school staff for such a visit. If current family members, prospective families, or local community members wish to learn more about our school, they are encouraged to arrange for a tour or attend an informational Open House session.

Dress Code

Rising Tide Charter Public School encourages students to dress for the work of school. The primary responsibility for a student's attire resides with the student and the student's parents or guardians. While students are able to express their individuality through their attire, a student's attire must not interfere with the health or safety of others and must not contribute to a hostile or intimidating atmosphere for any student.

- Students must wear tops and bottoms, or an equivalent single garment, that cover the groin, buttocks, and torso.
- Students must wear footwear.
- Students are expected to wear appropriate attire, including footwear, for certain courses such as physical education, dance, and theater.
- Students cannot wear visible undergarments.
- Students cannot wear hats, hoods, and other head coverings within the school building; exceptions are made for individuals observing genuinely held religious beliefs. Students may wear headbands.
- Students cannot wear attire that includes language, or images, that contain hate speech, violence, profanity, pornography, drugs, drug paraphernalia, alcohol, or any other illegal activity.

Any member of the school community may bring, in a respectful manner, concerns about attire directly to the student, a Teacher, the Advisor, and/or a School Leader. With regard to the Dress Code, each student is to be treated equitably regardless of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender, gender identity, homelessness, mental or physical disability, age, ancestry, proficiency in the English language or in a foreign language, prior academic achievement, or body size or maturity. The School Leader will explore the nature of the concern and respond appropriately according to the Community Standards of Behavior.

Nicotine and Tobacco Policy

Students, staff members and visitors are prohibited from carrying and/or using nicotine or tobacco products, as well as any products that can be smoked or vaporized, in school, on school grounds, on school buses or in other school vehicles, and at all school-sponsored events.

Purpose of Policy

In accordance with Massachusetts General Laws (M.G.L. c. 71 s. 37H), the Rising Tide Charter Public School Board of Trustees and staff are dedicated to providing a healthy, safe, and productive learning and recreation environment for its students, staff, and visitors to its facilities. It is the intention of the Board and staff to prohibit the use or distribution of nicotine or tobacco products, as well as any products that can be smoked or vaporized, within the school building, on school grounds, on school buses or in other vehicles, and at all school-sponsored functions in order to improve the health of students and all school personnel.

For Students

- A violation of the Nicotine and Tobacco policy will result in disciplinary action.
- The violating student will be required to participate in research and/or community service activities about the dangers of nicotine or tobacco use, as determined through the disciplinary process. A student may be referred to a nicotine or tobacco program, if appropriate.
- The parent/guardian will be notified by telephone and letter, with the Nicotine and Tobacco Policy attached.
- Any nicotine or tobacco products and paraphernalia will be confiscated from the student and returned to the student's parent/guardian upon request.
- Any athletic coaches and club leaders will be notified of the policy violation, and the student may be suspended from an activity for a period of time, as decided by the Discipline Committee.

For Staff Members

- The staff member may be referred to a nicotine or tobacco program, if appropriate.
- The Head of School will submit a verbal warning for the first offense, and a written warning for subsequent offenses.

Progressive disciplinary action will take place at the discretion of the Head of School.

Wellness Policy

Rising Tide Charter Public School (Rising Tide) promotes a healthy school environment by supporting whole school wellness as a part of the total learning environment. Our Wellness Policy is aligned with the Whole School Whole Community Whole Child framework which aims to improve each child's cognitive, physical, social, and emotional development. This model consists of ten components that address the symbiotic relationship between learning and health. These components encompass the commitment that Rising Tide has made to provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. A healthy school climate recognizes the diversity within the school community and is inclusive of each student, family, and staff member regardless of race, color, sex, gender identity, homelessness, religion, national origin, disability, or sexual orientation.

I. Physical Education and Physical Activity

Rising Tide recognizes the importance of promoting and maintaining the student's physical fitness and the impact that being physically fit will have on the prevention of conditions and diseases that are known to be associated with poor physical health. The healthy, physically active student is more likely to be academically successful.

- Students are given opportunities for physical activity during the school day through a variety of courses including Physical Education, Dance and Theater, and various elective courses.
- Students will be given opportunities for physical activity through after-school sports and clubs.

- Rising Tide will encourage parents and guardians to support their children’s participation in physical activity, be physically active role models, and include physical activity in family events.
- Our physical education curriculum for grades 5-12 is aligned with the Massachusetts Comprehensive Health Frameworks and teaches students skills needed for lifelong physical fitness. This curriculum is reviewed annually by Rising Tide staff.
- All Rising Tide students receive physical education instruction throughout the school year and are taught by a teacher who is certified to teach physical education.
- Rising Tide does not allow students to be exempt from physical education time or credit but may adjust the curriculum for students who have medical issues; in the Upper School, students who participate in two or more after-school sports in a year may apply for a Plymouth Fitness waiver.
- Rising Tide provides daily physical activity breaks during the school day.
- In addition to recess, Rising Tide teachers are encouraged to provide students with brain and movement breaks during class time.
- Rising Tide has agreements with community facilities to provide physical activity programming.
- Rising Tide develops comprehensive school physical activity programs that address family and community engagement in physical activity.
- Rising Tide teachers are encouraged to utilize movement in their classes whenever possible, including use of the school grounds when appropriate to the curriculum.

II. Nutrition Environment and Services

Rising Tide’s nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. Students may have access to foods and beverages in a variety of venues at school including the cafeteria, vending machines, classroom parties, school celebrations, and fundraisers.

Rising Tide’s school nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs (i.e., competitive foods) meet Smart Snacks in School Nutrition Standards and Massachusetts Nutrition Standards. All individuals in the Rising Tide community support a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and making sure that students have access to free drinking water throughout the school day.

Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential.

Standards for USDA Child Nutrition Programs and School Meals

Rising Tide strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. Rising Tide has adopted the following Nutrition Standards governing the sale of food, beverage, and candy on school grounds based upon the Nutrition Standards in the National School Lunch and School Breakfast Programs. Rising Tide offers healthy meals every day at no cost to all students, including lunch and the USDA School Breakfast Program on any given day without having to order ahead of time. The school receives funding for this program from the USDA and the Commonwealth of Massachusetts. At the beginning of each academic year, Rising Tide sends applications for free/reduced priced meals to students and their families and makes the application accessible to families through our school website.

Rising Tide works closely with a food service vendor that follows the USDA’s Smarter Lunchroom tools and other resources available on the USDA website such as the Breakfast and Lunch Meal Pattern Tables. Through our vendor, the nutrition program directors, managers and staff meet all hiring and

annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. In addition to following the Breakfast and Lunch Meal Pattern Tables the following guidelines are in place regarding food and beverages:

- Low fat milk, water, and 100% fruit juices may be sold on school grounds both prior to and throughout the instructional day.
- Through our Comprehensive Health curriculum, students will explore the effects of sugar and caffeine on their bodies and will be encouraged to be mindful about beverage choices.
- Drinking fountains are available for students to have access to water throughout the day.
- It is recognized that there may be rare special occasions when the appropriate Principal may allow a school group to deviate from these guidelines as long as the food is served and not sold.
- Any food brought in by staff or parents for distribution to students must meet the Nutrition Standards and must have prior approval by a School Leader.
- A School Leader is allowed to make exceptions to the Nutrition Standards on a case by case basis. Exceptions can be made with prior approval from administration.
- No candy is to be distributed on school premises by teachers or parents. Exceptions can be made with prior approval by school administration.

Lunch Time

The lunch time environment provides students with a relaxed, enjoyable climate, in which students have the following:

- Adequate space to eat and pleasant surroundings
- Adequate time for meals
- Convenient access to hand-cleaning facilities before and after meals
- Available drinking fountains so that students have access to water
- Protection of the identity of any student who participates in the free and reduced lunch program

Nutrition Standards for Competitive and Other Foods and Beverages

Rising Tide follows the Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards for all foods and beverages sold to students in the building during the school day, including foods and beverages sold through school fundraisers. No exemptions can be made for competitive food and beverages sold and intended for consumption during the school day that do not meet the nutrition standards.

If applicable, food and beverages sold à la carte items in school stores, snack bars, and vending machines will also follow the nutrition standards. Vending sales of soda, caffeinated beverages, or artificially sweetened drinks will not be permitted on school grounds. The non-vending sale of soda, caffeinated beverages, or artificially sweetened drinks will not be permitted on school grounds both prior to the start of the school day and throughout the instructional day, but will be occasionally permitted at those special school events that begin after the conclusion of the instructional day. Vending sales of candy will not be permitted on school grounds.

Foods and beverages sold during fundraisers, intended for consumption outside of school hours (ig: cookie dough, frozen meals, large quantities), or sold at events held after school hours, off campus, or on weekends, such as school plays or sporting events do not need to meet the Smart Snacks nutrition standards. Fundraisers that sell non-food items do not need to meet the Smart Snacks nutrition standards. Alternative fundraising options include but are not limited to: selling books, school apparel, candles, activities, etc... For more fundraising ideas that sell non-food and beverage items or food and beverages that meet the Smart Snacks nutrition standards, please download this PDF and start planning a potential fundraising event. Rising Tide prohibits fundraisers that promote any specific brands or companies.

Promotion and Marketing

Rising Tide prohibits the promotion and marketing of any foods that do not meet the Smart Snacks nutrition guidelines, as well as the promotion and marketing of any food brands or food and beverage companies. The school will promote healthy food choices through images posted throughout the cafeteria space and other common areas. Any marketing or promotion of foods will be consistent with the Smart Snacks nutrition guidelines. When selecting educational materials, staff will consider any advertising of food or beverages.

Food or Physical Activity as a Reward or Punishment

- The school prohibits the use of food as a reward or punishment in the school.
- The school encourages the use of physical activity as an alternative to food rewards.
- The school will not deny student participation in physical activities as a form of discipline.

III. Health Education

Rising Tide Health Education follows the Massachusetts Comprehensive Health Curriculum frameworks for grades 5-12. Lessons are taught by members of the Wellness Team at Rising Tide. As a part of our education for students the Wellness team often will invite experts in the field to deliver content. The Rising Tide Wellness Team provides education on making health-promoting decisions, achieving health literacy, embracing healthy behaviors, and promoting the health of others. Our curriculum covers subject matters such as alcohol and other substance abuse, healthy eating and nutrition, mental health and mental illness, personal health and wellness, physical activity, safety and injury prevention, sexual health and violence prevention.

All students receive social-emotional health services, including classroom activities and support, and preventative education through the wellness curriculum in an effort to enhance and promote academic, personal, and social-emotional growth. For example, students attend wellness lessons 1-3 times a week to discuss topics such as suicide and mental health awareness, substance abuse, and healthy relationships. During these lessons, students work with school or community mental health professionals.

Student Nutrition Education

Through the Comprehensive Health curriculum, staff members explore nutrition with students, emphasizing the health benefits of good nutrition. Students gain the knowledge and skills necessary to promote health and how to apply them to real world situations. Students acquire skills through activities like nutrition label reading and meal planning. Nutrition education is provided in wellness lessons as well as integrated throughout the broader curriculum at Rising Tide. Nutrition is integrated into the school environment with posters around the lunch room giving nutrition facts and brochures outside the health suite on healthy eating. Students receive education about agriculture and the food system through activities on growing vegetables and researching where their own food is coming from.

Parent/Guardian Nutrition Education

Nutrition education provided to parents includes:

- Knowledge of healthy diet information, healthy heart choices, and resources where nutritional information is available.
- Nutrition education may be provided in the form of handouts, postings on the website, or presentations that focus on nutritional value and healthy lifestyles.
- Parents/Guardians are encouraged to follow the school's Nutrition Standards when sending food to school with students. Nutrient dense foods such as whole grains, fresh fruits, and vegetables are excellent choices for snacks and lunch.

IV. Social and Emotional School Climate

Rising Tide provides a school environment that promotes social and emotional learning and promotes effective social and emotional development. The school recognizes the importance of developing age appropriate social and emotional skills and the positive impact that these skills have on a student's growth and development, including the ability for students to engage appropriately in the school environment, make effective academic progress and build supportive relationships with all members of the school community. The school utilizes the advisory curriculum to educate students about social and emotional topics through wellness lessons and community building lessons. Advisory time also serves to create a safe space for students to engage in challenging conversations. Staff at Rising Tide have been trained in the importance of promoting social and emotional development and ways to incorporate social and emotional learning in the classroom. Social and emotional learning is addressed within academic classes throughout the school day using practices such as daily check-ins with students and addressing social and emotional concepts related to the curriculum area. This culture of promoting the social and emotional well being of all students ensures that all students feel supported throughout their school day.

V. Physical Environment

Rising Tide provides a healthy and safe physical school environment and promotes learning by ensuring the health and safety of students and staff. The health suite is managed by the Nurse Leader, with support from a part-timer nurse to provide care to both students and staff. The physical school environment encompasses the school building and its contents, the land on which the school is located, and the area surrounding it. Our healthy school environment addresses the school's physical condition during normal operation as well as during renovation. The school buildings and grounds meet required health and safety standards, including environmental air quality, keeping them inviting, safe, and in good repair. The air and water in the building are regularly tested and maintained. An increased air filtration system has been installed to continue to improve air quality.

Rising Tide protects occupants from physical threats (e.g., crime, violence, traffic, and injuries) by working closely with the Plymouth Police Department and employing traffic guards for arrival and dismissal. Rising Tide also works with staff, students, and when appropriate, community resources and law enforcement to maintain a school environment that is free of tobacco, alcohol, and other drugs. Rising Tide practices drills for both fires and intruder situations under the guidance of the Plymouth police and fire department. We have a Crisis Response Team that meets regularly to go over protocols for emergency situations. AEDs and trauma kits are located throughout the building and are on site for sporting events. Staff are provided with training on appropriate safety procedures as outlined in our Safety Manual (e.g., Life Threatening Allergies, Blood Borne Pathogens, First Aid, CPR, use of AEDs and trauma kits, Nuclear Emergency, and Restraint Training). Rising Tide follows all protocols to respond to biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).

VI. Health Services

Rising Tide health services has a health suite managed by the Nurse Leader with support from a part-time nurse. The nursing staff intervenes with actual and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma or diabetes). Wellness promotion is done through lessons for all grades 5-12, preventive services such as flu clinics for staff and screenings for students. Parent/Guardian education is done through community events as well as individual support as needed. Health services connect school staff, students, families, community and healthcare providers to promote the health care of students and a healthy and safe school environment. School health services work with other school staff and community support services to ensure the student is receiving all the support required to adapt to health and social stressors. Referrals will be made to outside services when the student or family requires additional support for chronic health conditions or social and economic barriers to health, in order to be able to manage these stressors and advocate for their own health and learning needs. The school nurses attend student support and grade level team meetings, as well as 504 accommodation

plan meetings and IEP meetings when necessary, to ensure the student's health is taken into consideration. Our school nurses provide these services under the direction of the school physician and work closely with other school nurses in the area as well at the Department of Public Health at the local and state level.

VII. Counseling, Psychological and Social Services

Counseling, psychological, and social services are provided to assess and improve the mental, emotional, and social health of every student at Rising Tide. All students have access to the school adjustment counselors to process an immediate or on-going stressor and learn more individualized skills to manage emotions, problem-solve, self-advocate, and improve conflict resolution. Students who need more targeted support may have services that include but are not limited to psychological, psychoeducational, and psychosocial assessments; direct and indirect interventions to address psychological, academic, and social barriers to learning, such as individual or group counseling and consultation; and referrals to school and community support services as needed. Rising Tide has certified or licensed support staff to provide these services either by division (Middle School 5-8 and Upper School 9-12) or the whole school grades 5-12. These professional staff include a Lead Counselor, an Adjustment Counselor, a Wellness Counselor, a School Psychologist, and several paraprofessionals. Additionally, Rising Tide has piloted partnerships with local counseling agencies to provide school-based counseling services to students.

Rising Tide promotes student's social emotional health in grade level team meetings and the student support teams, which occur on a weekly basis to discuss students strengths and concerns related to academic and social-emotional needs, and possible interventions to increase the student's success. Additionally, Rising Tide's counseling and support professionals provide on-going skilled consultation with other school staff and community providers, and also share community resources and events with families and students.

VIII. Employee Wellness

Rising Tide encourages all staff to engage in activities that promote overall wellness and to model healthy eating and physical activity. Staff are provided with a range of resources through promotional material in the staff lounge, including, but not limited to, tips for managing stress, recipes and ideas for healthy meal planning, school sponsored healthy eating events and information about local workshops and classes related to physical or mental health. Staff are also encouraged to seek help with referrals for mental health services by our Wellness Team.

Rising Tide promotes staff physical activity through promotional rates at Plymouth Fitness and through the fitness reimbursement program through school sponsored insurance. Staff are also provided the opportunity to participate in CPR training, an annual flu clinic and free yoga classes each week at the school.

IX. Community Involvement

Staff and students at Rising Tide have various collaborations with agencies/schools and various non-profits such as: Independence Academy, Minding Your Mind, Plymouth Youth Development Collaborative, South Shore Resource and Advocacy Center, Beth Israel Deaconess Plymouth, Plymouth Area Coalition, Beacon Hospice, Plymouth Family Resource Center, Healthy Plymouth, Wildlands Trust, Emeritus Nursing Home, Plymouth Beach, Rosie's Place, Whale and Dolphin Conservation, Black Feather Horse Rescue, Pine Barrens Association, National Marine Life Center in Bourne, Camp Wing and South Shore Head Start. These collaborations include connections made through guest speakers for Wellness lessons on social, emotional and physical health, volunteer opportunities through various Service Learning opportunities and connections to support our Discover and Expo curriculum in the middle school.

X. Family Engagement

Several staff members at Rising Tide are involved in our family engagement activities. Our Advisory program is structured to have ongoing communication with parents/guardians about student issues. Our conferences held twice a year bring families into the building to meet face to face with Advisors. Our weekly Monday Memo is sent out to all families to update them on events at the school. Our Wellness Team works to provide parent/guardian education on various mental health topics throughout the year. Our Special Education Director works to engage families through SEPAC (Special Education Parent Advisory Council) meetings four times a year. Our Academic Dean provides education for parents on various curriculum tools available to students. Our Head of School and Principal work with our Parent Group to provide support and offer opportunities for families to be more involved in our community. Our Athletic Director works with families to get them more involved in Homecoming and various alumni events. Our teaching staff offers opportunities for parents/guardians to come into the building during student showcase events at the end of each semester. Our whole staff works together to offer four Open Houses per year to help recruit new families to our program. In addition we offer open houses at the beginning of the year for existing families to come into the building, meet teachers and learn about our Philosophy of Practice and curriculum. Our Health Advisory Committee meets four times per year to review the social, emotional and physical health of our community. Our Future Planning Counselor hosts events for college and career planning.

Implementation, Evaluation & Communication: Health Advisory Committee

The purpose of the Health Advisory Committee is to ensure that Rising Tide has an established group of school staff and concerned community representatives to recommend, review, and help implement policies addressing school nutrition, nutrition education, physical activity, and related issues that affect student health. The committee will make efforts to recruit parents/guardians, students, Physical Education teachers, school food authority representatives, school health professionals, school board members, administrators and members of the general public. The Health Advisory Committee will meet four times per year and will assess the implementation of this policy, and, as necessary, revise the policy. In addition, the Health Advisory Committee will conduct a quantitative assessment of this policy every three years using the Wellness School Assessment Tool. The results of this triennial assessment will be made available to the public and will include the extent to which Rising Tide is in compliance with the school wellness policy, how it compares to other model school wellness policies, and a description of the progress made in attaining the goals of our wellness policy. The Wellness Team shall be responsible for ensuring that the Wellness Policy is implemented throughout Rising Tide and will make sure that it is posted on our website so that it is available to our whole community.

Student Discipline

Secondary school is a time of personal and academic growth. As students grow and learn, they sometimes make mistakes. Student mistakes are treated as teachable moments from which the student may learn and grow. It is important for students to understand the impact of their actions upon the other members of the school community, and to find ways to repair the relationships that have been negatively impacted by the student's actions. Staff members at Rising Tide approach discipline with compassion and firmness, encouraging students to take responsibility for their own conduct and behavior, and develop an awareness of themselves and others. There is not a system of automatic penalties at Rising Tide. As far as the welfare of the community allows, staff members consider the needs and age of the individual student as well as the circumstances of the student's actions.

The approach to discipline at Rising Tide is based on the philosophy that, if a student is honest in admitting mistakes, their straightforwardness is the first step in accepting responsibility for the mistake, learning from the experience, and not repeating it. Staff members recognize that an admission of error can be difficult for a middle school or high school student, so it is important for parents and Teachers to help each student to be honest about making mistakes. In the best interest of the student, it is important for all the adults in a student's life to cooperate and uphold the discipline approach and practices of the school.

Every student at Rising Tide has a right to learn and thrive in a school atmosphere that is conducive to personal and academic growth. All community members at Rising Tide - Students, Teachers, School Leaders, other Staff Members, and Parents/Guardians - are expected to uphold the Rising Tide Charter Public School Community Standards of Behavior so that students and adults may thrive in a safe atmosphere that is conducive to learning. Any violations of the Community Standards of Behavior may result in a consequence. The Rising Tide code of conduct and discipline policies and procedures are aligned with M.G.L. c.71, s.37H, M.G.L. c.71 s.37H ½, M.G.L. c.71 s.37H ¾, and 603 CMR 53.

In every case of student misconduct for which suspension may be imposed, a Principal, Assistant Principal, Dean of Community, Head of School, or other person acting as a decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.

Investigation

If a concern about a student's behavior arises, the Dean of Community or Assistant Principal will conduct an investigation of the discipline incident. This investigation may include student interviews, teacher or staff member interviews, written accounts of the discipline incident, written reflection from the student, and any other evidence relative to the discipline incident. The Principal or Assistant Principal will also consult with the student's Advisor. Once an investigation of the discipline incident has been conducted, the Dean of Community or Assistant Principal will follow one of the following steps in the process of addressing the discipline incident with a student:

1. A determination that there is no evidence for a consequence further than the process of the investigation.
2. A determination that there is evidence that the student violated the Community Standards of Behavior and will participate in a Community Standards Meeting with the student's Advisor and the Dean of Community or Assistant Principal.
3. A determination that there is evidence that the anticipated consequence for the student's actions may be an out-of-school suspension, and the student will participate in a Principal's Hearing. Prior to conducting a Principal's Hearing, the Principal will provide the student and the parent/guardian with oral and written notice of the hearing, and provide the parent/guardian an opportunity to participate in the hearing.

No Evidence for Further Consequence

If a Dean of Community or Assistant Principal has conducted an investigation and determined that there is no evidence for a consequence further than the process of the investigation, the Dean of Community or Assistant Principal will notify the student, Advisor, and parent/guardian of the decision and discuss the circumstances of the concern.

Community Standards Meeting

If a Dean of Community or Assistant Principal has conducted an investigation and determined that there is evidence that the student violated the Community Standards of Behavior, and the anticipated consequence for the student's actions will not be an out-of-school suspension, the student will participate in a Community Standards Meeting with the student's Advisor and the Dean of Community or Assistant Principal. The goals of the meeting are to process the student's actions with the student, to understand the choices made by the student, to support the student in learning from the situation, and to find ways for the student to repair the relationships with other community members negatively impacted by the student's actions.

Models to Re-Engage Students and Alternatives to Program Removal

Rising Tide practices models for re-engaging students including positive behavioral interventions and supports, trauma-informed educational practice, restorative practices, mediation, conflict resolution, and service to the community. As far as the welfare of the school community allows, the Dean of Community or Assistant Principal will work with the Advisor and the student in the Community Standards Meeting to determine alternatives to program removal.

Removal from Extracurricular Activities and School-Sponsored Events

At times, an appropriate consequence for a student's actions may be the removal of a student from privileges such as participating in extracurricular activities or attending school-sponsored events. Recognizing that participation in such activities or events supports the development of a sense of belonging, the Dean of Community or Assistant Principal will work with the Advisor and the student in the Community Standards Meeting to determine if short-term or long-term removal from an extracurricular activity or school-sponsored event is an appropriate consequence for the student's actions.

In-School Suspension

The Dean of Community or Assistant Principal will work with the Advisor and the student in the Community Standards Meeting to determine if an in-school suspension is an appropriate consequence for the student's actions.

If, after investigating a concern that a student violated the Community Standards of Behavior, informing the student of the evidence of the concern, and discussing the circumstances surrounding the alleged incident with the student in the Community Standards Meeting, the Dean of Community or Assistant Principal may impose an in-school suspension and shall inform the student of the length of the in-school suspension.

On the same day as the in-school suspension decision, the Dean of Community or Assistant Principal shall make reasonable efforts to notify the parent/guardian by phone of the concern, the evidence of the concern, and the length of the in-school suspension. The Dean of Community or Assistant Principal shall also invite the parent/guardian to a meeting to discuss the incident of concern, strategies for the student's engagement in the school community, and the student's academic progress and personal growth.

On the same day as the in-school suspension decision, the Dean of Community or Assistant Principal shall also send written notice to the student and the parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the Dean of Community or Assistant Principal if such meeting has not already occurred. The written notification shall be delivered by hand delivery, certified mail, first class mail or an email address provided by the parent/guardian.

Communication with Parents

After any Community Standards Meeting, regardless of the student's consequence following the meeting, the Dean of Community or Assistant Principal will notify the student's parent/guardian about the meeting, the circumstances of the concern, a summary of the meeting, and the outcomes from the meeting.

Principal's Hearing

If a Dean of Community or Assistant Principal has conducted an investigation and determined that there is evidence that the anticipated consequence for the student's actions may be an out-of-school suspension, and the student will participate in an Principal's Hearing. Prior to conducting an Principal's Hearing, the Principal, or the Principal's designee, will provide the student and the parent/guardian with oral and written notice of the Principal's Hearing, and provide the parent/guardian an opportunity to participate in the Principal's Hearing.

Notice and Principal's Hearing

Prior to holding an Principal's Hearing, or the Principal's designee, must provide the student and parent/guardian with oral and written notice of the Principal's Hearing, and provide the parent/guardian with an opportunity to participate in the Principal's Hearing. In the oral and written notice, the Principal, or the Principal's designee, will provide the student and the parent the following information in plain language:

1. The disciplinary offense.
2. The basis for the charge.
3. The potential consequences, including the potential length of the student's suspension.
4. The opportunity for the student and parent/guardian to participate in an Principal's Hearing concerning the potential suspension, including the opportunity for the student to dispute the charges and present the student's explanation of the alleged incident.
5. The date, time, and location of the Principal's Hearing.
6. The right of the student and the student's parent/guardian to interpreter services at the Principal's Hearing if needed to participate.
7. If the student may be placed on a long-term suspension or expelled, the notice shall also include the following:
 - a. The right for the student and parent/guardian to review, in advance of the Principal's Hearing, the student's record and the documents upon which the Assistant Principal may rely in making a determination to suspend the student or not.
 - b. The right for the student to be represented by counsel or advocate of the student's choice, at the student's and parent/guardian's expense.
 - c. The right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so.
 - d. The right to cross-examine witnesses presented by the school.
 - e. The right to request that the Principal's Hearing be recorded by the Assistant Principal and to receive a copy of the audio recording provided to the student or parent upon request. If the Principal's Hearing is recorded, the Assistant Principal shall inform all participants before the Principal's Hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.
 - f. The right to appeal the Principal's, or the Principal's designee's, decision to the Head of School for a Superintendent's Hearing.

The Principal, or the Principal's designee, shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the Principal's Hearing, with at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification. An Principal's Hearing may be conducted without a parent/guardian present if the Principal, or the

Principal's designee, has sent written notice and documented at least two attempts to contact the parent/guardian orally.

Principal's Hearing Procedures - Short-Term Suspension

At the Principal's Hearing where the consequence for a student's actions may be a short-term out-of-school suspension for less than ten (10) days, the Principal, or the Principal's designee, will be joined by the student's Advisor and, if relevant, additional school staff members. The student and the parent/guardian will also be provided an opportunity to participate in the Principal's Hearing.

1. The Principal, or the Principal's designee, will summarize the procedures for the Principal's Hearing and will ask each participant, including the student and the parent/guardian, to identify themselves.
2. The Principal, or the Principal's designee, will present the disciplinary offense and the evidence gathered through the investigation of the discipline incident including, if relevant, statements from any school staff members.
3. The student will be provided an opportunity to discuss the alleged incident, the circumstances surrounding the alleged incident, and present information, including mitigating facts, that the Principal should consider in determining the appropriate consequences or remedies.
4. The parent/guardian, if present, will also be provided an opportunity to discuss the alleged incident, the circumstances surrounding the alleged incident, and present information, including mitigating facts, that the Principal should consider in determining the appropriate consequences or remedies.
5. Based upon the available information and evidence presented at the Principal's Hearing, the Principal, or the Principal's designee, will determine if the student committed the disciplinary offense and, if so, what remedy or consequence will be imposed.
6. The Principal, or the Principal's designee, will notify in writing the student and the parent/guardian of the determination, the reasons for it, and, if the student is suspended, the type and duration of the suspension and the opportunity to make academic progress during the period of removal from school. This notification may be in the form of an update to the original written notice.

Principal's Hearing Procedures - Long-Term Suspension or Expulsion

At an Principal's Hearing where the consequence for a student's actions may be a long-term out-of-school suspension for more than ten (10) days, or expulsion for more than 90 days, the student shall have the following additional rights:

1. The right for the student and parent/guardian to review, in advance of the Principal's Hearing, the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not.
2. The right for the student to be represented by counsel or advocate of the student's choice, at the student's and parent/guardian's expense.
3. The right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so.
4. The right to cross-examine witnesses presented by the school.
5. The right to request that the Principal's Hearing be recorded by the Principal and to receive a copy of the audio recording provided to the student or parent upon request. If the Principal's Hearing is recorded, the Principal shall inform all participants before the Principal's Hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

At the Principal's Hearing, the Principal will be joined by the student's Advisor and, if relevant, additional school staff members or witnesses. The student and the parent/guardian will also be provided an opportunity to participate in the Principal's Hearing, have the student represented by counsel or advocate, and present witnesses on the student's behalf.

1. The Principal will summarize the procedures for the Principal's Hearing and will ask each participant, including the student and the parent/guardian, any representation, and any witnesses, to identify themselves.
2. If the Principal's Hearing is recorded, the Principal shall inform all participants before the Principal's Hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.
3. The Principal will present the disciplinary offense and the evidence gathered through the investigation of the discipline incident including, if relevant, statements from any school staff members or witnesses.
4. The student will be provided an opportunity to discuss the alleged incident, the circumstances surrounding the alleged incident, and present information, including mitigating facts, that the Assistant Principal should consider in determining the appropriate consequences or remedies.
5. The parent/guardian, if present, will also be provided an opportunity to discuss the alleged incident, the circumstances surrounding the alleged incident, and present information, including mitigating facts, that the Principal should consider in determining the appropriate consequences or remedies.
6. The student, or the student's representation, will be provided the opportunity to present witnesses on the student's behalf.
7. The student, or the student's representation, will be provided the opportunity to cross-examine witnesses presented by the school.
8. Based upon the available information and evidence presented at the Principal's Hearing, the Principal will determine if the student committed the disciplinary offense and, if so, what remedy or consequence will be imposed in place of or in addition to long-term suspension or expulsion.
9. The Principal will notify in writing the student and the parent/guardian of the determination, sent by hand delivery, certified mail, first class mail or an email address provided by the parent/guardian. The written determination shall:
 - a. Identify the disciplinary offense, the date the Principal's Hearing took place, and the participants at the Principal's Hearing.
 - b. Set out the key facts and conclusions reached by the Principal.
 - c. Identify the length and effective date of the suspension, as well as the date of return to school.
 - d. Include notice of the student's opportunity to receive educational services to make academic progress during the period of removal from school.
 - e. With an Principal's decision to impose a long-term suspension or expulsion, inform the student of the right to appeal the Principal's decision to the Head of School. Notice of the right to appeal shall be in English and the primary language of the home if other than English, and shall include the following information stated in plain language:
 - i. The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Head of School within the applicable calendar days.
 - ii. The long-term suspension or expulsion will remain in effect unless and until the Head of School decides to reverse the Principal's determination on appeal.

Disciplinary Offense Under M.G.L. Chapter 71, Section 37H

A student may be subject to expulsion, the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 days, for committing one or more of the following alleged or determined disciplinary offenses:

1. If a student is found on school premises or at school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, or a knife.

2. If a student is found on school premises or at school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c.94c, including, but not limited to, marijuana, cocaine, and heroin.
3. If a student assaults a Principal, Assistant Principal, Teacher, Teacher's Aide, or other educational staff on school premises or at school-related events, including athletic games.

If a student may be subject to expulsion for committing one or more of the above alleged or determined disciplinary offenses, the Principal will follow the procedures and notice for an Principal's Hearing - Long-Term Suspension or Expulsion. After the Principal's Hearing, an Principal may, at the Principal's discretion, decide to suspend rather than expel a student who has been determined to have committed one or more of the above disciplinary offenses. Any student who has been expelled from the school under M.G.L. c.71, s37H shall have the right to appeal to the Head of School; the student shall have ten (10) days from the date of the expulsion to notify the Head of School of the student's appeal. The student shall have the right to counsel, at the student's and the parent/guardian's expense, at a Superintendent's Hearing with the Head of School. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has committed one or more of the above disciplinary offenses. Pending the outcome of the appeal, the determination made by the Principal following the Principal's Hearing shall remain in effect.

Disciplinary Offense Under M.G.L. Chapter 71, Section 37H ½

1. A student may be subject to long-term suspension, removal from school for ten (10) or more days, if a student is issued a felony charge or felony delinquency complaint if the Principal determines that the student's continued presence would have a substantial detrimental effect on the general welfare of the school.
2. A student may be subject to expulsion, the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 days, if a student is convicted of a felony or felony delinquency, or adjudication or admission of guilt with respect to such felony, if the Principal determines that the student's continued presence would have a substantial detrimental effect on the general welfare of the school.

If a student may be subject to long-term suspension or expulsion under M.G.L. c.71, s.37H ½, the Principal will follow the procedures and notice for a Principal's Hearing - Long-Term Suspension or Expulsion.

Any student who has been suspended long-term or expelled from the school under M.G.L. c.71, s.37H ½ shall have the right to appeal to the Head of School; the student shall have five (5) days from the effective date of the long-term suspension or expulsion to notify the Head of School of the student's appeal. The Head of School shall hold a Superintendent's Hearing with the student and the student's parent/guardian within three (3) calendar days of the student's request for an appeal. The student shall have the right to counsel, at the student's and the parent/guardian's expense, at a Superintendent's Hearing with the Head of School. The Head of School shall issue a decision on the appeal within five (5) calendar days of the Superintendent's Hearing. The decision made by the Head of School following the Superintendent's Hearing shall be the final decision of the school with regard to the student's suspension or expulsion. Pending the outcome of the appeal, the determination made by the Principal following the Principal's Hearing shall remain in effect.

Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the Principal determines that the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgement, there is no alternative to available to alleviate the danger or disruption. The Principal will notify the Head of School, in writing, of the emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal may not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal and the reason for the need for emergency removal
2. Provide written notice of the emergency removal and the Principal's Hearing to the student and the student's parent/guardian, following the guidelines for Notice and Principal's Hearing.
3. Provide the student and the student's parent/guardian an opportunity to participate in the Principal's Hearing, following the notification and procedures for an Principal's Hearing - Short-Term Suspension or Principal's Hearing - Long-Term Suspension or Expulsion, as applicable, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian.
4. Render a decision verbally on the same day as the Principal's Hearing, and in writing no later than the following school day, following the procedures for an Principal's Hearing - Short-Term Suspension or Principal's Hearing - Long-Term Suspension or Expulsion, as applicable.

In the event of an emergency removal from school, the Principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's Hearing - Appeals of Long-Term Suspension or Expulsion

If the Principal, or the Principal's designee, has decided to impose a long-term suspension or expulsion after an Principal's Hearing, the student has a right to file a written notice of appeal to the Head of School within the applicable calendar days:

- If the student has been expelled from the school under M.G.L. c.71, s37H, the student shall have ten (10) calendar days from the date of the expulsion in which to notify the Head of School of the student's appeal.
- If a student has been suspended long-term or expelled from the school under M.G.L. c.71, s.37H ½, the student shall have five (5) calendar days from the effective date of the long-term suspension or expulsion to notify the Head of School of the student's appeal. The Head of School shall hold a Superintendent's Hearing with the student and the student's parent/guardian within three (3) calendar days of the student's request for an appeal. The Head of School shall issue a decision on the appeal within five (5) calendar days of the Superintendent's Hearing.
- If a student has been suspended long-term from the school under M.G.L. c.71, s. 37H ¾, the student shall have five (5) calendar days of the effective date of the long-term suspension in which to notify the Head of School of the student's appeal, but may be granted an extension of time of up to seven (7) additional calendar days. The Head of School will hold a hearing with the student and the parent/guardian within three (3) school days of the student's request for an appeal. The time may be extended up to seven (7) additional calendar days if requested by the parent/guardian. The Head of School shall issue a decision on the appeal within five (5) calendar days of the Superintendent's Hearing.

If the appeal is not timely filed, the Head of School may deny the appeal, or may allow the appeal in the Head of School's discretion, for good cause. The Head of School shall send written notice of the Superintendent's Hearing to the parent/guardian of the date, time, and location of the hearing. The Superintendent's Hearing may proceed without the parent/guardian if a good faith effort was made to include the parent/guardian. The Head of School shall be presumed to have made a good faith effort if the Head of School has made efforts to find a day and time for the Superintendent's Hearing that would allow the parent/guardian and Head of School to participate.

At the Superintendent's Hearing, the Head of School shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The student shall have all the rights afforded to the student at the Principal's Hearing - Long-Term Suspension or Expulsion. The Head of School shall arrange for an audio recording of the Superintendent's Hearing, a copy of which shall be provided to the student and parent/guardian upon request. The Head of School shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request.

The Head of School shall issue a decision on the appeal in writing within five (5) calendar days of the Superintendent's Hearing. If the Head of School determines that student committed the disciplinary offense, the Head of School may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. Pending the outcome of the appeal, the determination made by the Principal or designee following the Principal's Hearing shall remain in effect. The Head of School's decision shall be the final decision of the charter public school.

Education Services and Academic Progress

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

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the School-Wide Education Service plan. The plan includes the process for notifying the student and the parent/guardian of the available services and arranging the services. The notice, provided in English, and in the primary language spoken in the student's home if other than English, shall include a list of specific education services that are available to the student and the contact information for a school staff member who is to coordinate the services. For data reporting purposes, school will document the student's enrollment in education services, including the tracking of attendance, academic progress, and other such data as directed by the Department of Elementary and Secondary Education. If a student moves to another school district during the period of a long-term suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services through an education service plan.

Discipline of Students With Disabilities

All students are expected to follow the school's Community Standards of Behavior. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under Section 504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. If a student with an Individualized Education Plan (IEP) or a Section 504 Plan participates in a Community Standards Meeting or an Principal's Hearing, the Director of Student Support will be notified of the student's actions in advance of the meeting or the hearing. For a student with an IEP, a staff member from the special education department will be included in a Community Standards Meeting or an Principal's Hearing. School staff must administer discipline according to the student's IEP or Section 504 Plan components if there are behavioral stipulations in the plan. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from the student's program, for more than ten (10) consecutive days in a given school year or ten (10) cumulative days in a given school year, building administrators, the parent/guardian, and relevant members of the student's IEP or Section 504 Team will meet to determine the relationship between the student's disability and behavior (manifestation determination). During disciplinary exclusions exceeding ten (10) school days in a single year, the student shall have the right to receive services identified as necessary to provide the student with a free appropriate public education during the period of exclusion.

2. If building administrators, the parent/guardian, and relevant members of the student's Individualized Education Plan (IEP) or Section 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment.
3. If building administrators, the parent/guardian, and relevant members of the student's Individualized Education Plan (IEP) or Section 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) unless the IEP or Section 504 Team develops, and the parent/guardian consents to, a new placement, or unless the school obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, and existing behavior intervention plan or arrange for a functional behavioral assessment.
4. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the school may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty five (45) school days. The student will continue to receive educational services to enable the student to continue to participate in the general education curriculum, although in another setting, and progress toward meeting their IEP goals; additionally, the student will receive, as appropriate, a functional behavioral assessment, and behavior intervention services and modifications, that are designed to address the behavior so that it does not recur.
5. If, prior to the disciplinary action, the student has been identified as potentially having a disability but has not been determined to be eligible for an IEP or a Section 504 Plan, the student will be afforded the same protections available to a student with an IEP or a Section 504 Plan. A student is identified as potentially having a disability if the parent of the student requests an evaluation or expresses in writing to the that the student is in need of special education services, or if a school staff member directly expresses concerns about a pattern of behavior.
6. The school is not deemed to have knowledge that a student is a child with a disability if the parent has not allowed an evaluation, the parent has refused services, of the child has been evaluated and determined to not be a child with a disability.
7. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services.

