

Wisdom - Justice - Courage - Compassion - Hope - Respect - Responsibility - Integrity

Seven Hills Charter Public School
Staff and Family Handbook and Policy Manual
2011-2012

51 Gage Street
Worcester, MA 01605
Phone (508) 799-7500
Fax (508) 753-9679
www.sevenhillscharter.org

Our mission at Seven Hills Charter Public School is to prepare a diverse cross-section of Worcester children for success as students, workers, and citizens by providing them with a high-quality education at prevailing public school costs.

Seven Hills Charter Public School does not discriminate on the basis of race, color, national origin, religion, sex, ethnicity, sexual orientation, age, ancestry, athletic performance, disability status, housing status, proficiency in the English language or a foreign language, or prior academic achievement.

Be Safe. Be Kind. Be Responsible.

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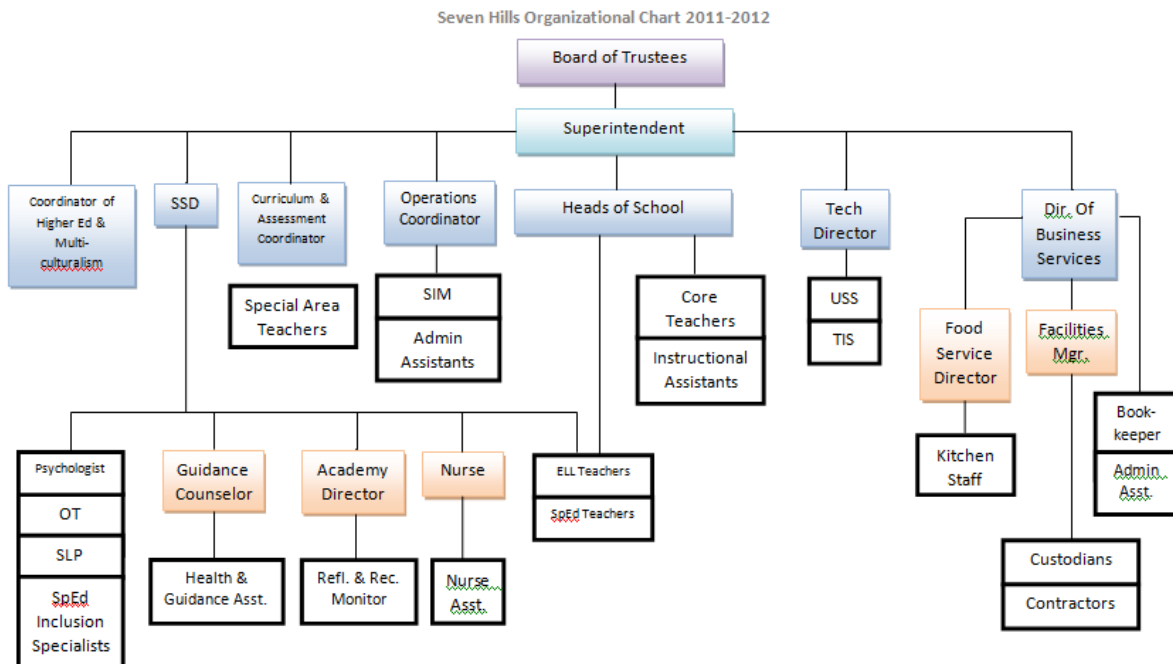
SCHOOL ORGANIZATION

Seven Hills Charter Public School is comprised of four small schools within a school: Early Learning Academy, K-1, Primary Academy, 2-3; Elementary Academy, 4-5; and Junior Academy, 6-8. Although we strive for continuity across all grades, each academy has a unique identity and culture. Special area teachers and support staff work with students across all grade levels.

Because all K-3 core classes are taught by a highly qualified teacher and instructional assistant, and all grade 4-8 classes are taught by 2 highly qualified teachers, we are able to ensure that each student receives an educational program tailored to his / her needs. In addition, we employ a talented team of specialists to support the student learning process.

The Seven Hills School-wide Support Teams include:

- Superintendent: Strategic Planning, Finance, Board and Department of Education Accountability
- Heads of School: Teacher and Program Development and Support, FASST
- Academy Director: Student Discipline, School Climate and Safety
- Student Support Director: Services Coordination - Special Education, ELL, SHELL, 504
- Coordinator of Curriculum and Assessment: Instructional Program and Achievement
- Guidance Director and Assistant: Adjustment Counseling, Guidance Services, Civil Rights Coordination, Homeless Student Liaison, Grievance Officer
- Coordinator of Higher Education and Multiculturalism: Family Support and Community Connections, High School Selection, College and Career Readiness
- Technology Director: Instructional Technology, Communications and Data Management
- Related Services Providers: Speech and Language Therapist; Occupational Therapist; School Psychologist; Nurse
- Operations Coordinator: Daily Operations, Student Information, Records, Reporting, Enrollment
- Translation Specialist: Meeting and Document Translation
- Food Service Director: Breakfast & Lunch Programs, Food Advisory/Wellness Counsel Chair
- Facilities Director: Building and Grounds
- Business Services Manager: Finance and Human Resources



ACADEMIC PROGRAMS/STUDENT ACHIEVEMENT

Seven Hills Charter Public School Curriculum Overview

Seven Hills Charter Public School offers a challenging, innovative and flexible curriculum that provides teachers and students with a program of distinction. We are committed to providing all students with an educational experience that helps them grow not only in knowledge and skill, but also in character. We select our curriculum based on its ability to accurately reflect and appeal to our diverse population. Teachers regularly work with the administrative team to examine programs in order identify stereotypes or biases and to ensure that programs are respectful of differences in race, color, sex, religion, national origin or sexual orientation. We are proud of the way our school, staff and programs prepare our children for success as students, workers and citizens.

Seven Hills strives to help all students reach high levels of achievement and self-satisfaction by exposing them to a variety of instructional strategies designed to support the wide range of learning paces and styles present in every classroom. We focus on fostering individual growth of students by identifying and nurturing their talents, setting goals and monitoring progress toward achieving those goals. We constantly assess student learning and refine our programs to enhance opportunities for success. Our three-tiered curriculum model (RTI) allows all students to access the skills and concepts outlined in the Common Core Standards. Our core curriculum (Tier 1) consists of solid programming in all of the content areas. In addition, all students access supplemental programs (Tier 2) that are designed to target individual areas of strength and weaknesses. Students needing more intensive interventions may access a full range of services through special education and other individualized programming (Tier 3).

Technology plays a critical role in both instruction and assessment at Seven Hills. Lessons are designed to take advantage of the many tools we have available, including wireless laptops, Smartboards, Easyteach and Quizdom. Students regularly access online resources and curriculum supports and participate in computer based testing and instruction. In addition, assignments are designed to encourage students and staff to use technology to communicate with each other, prepare presentations, organize and interpret data and much more. Having the skills to “be connected” is critical to success in the twenty first century.

In order to account for the full range of knowledge and skills that students will acquire, the curriculum is described according to commonly accepted divisions. In practice teachers frequently integrate the subject areas. Integrated experiences capitalize on students’ strong need to make connections and help them better understand the important ideas encountered throughout the academics.

Mathematics

SHCPS’s mathematics curriculum requires 60 minutes of daily math instruction, and an additional 30 minutes of targeted tutorial or enrichment opportunities. Our math program prepares children to solve problems flexibly, enables them to carry out tasks encountered in everyday life, fosters number and spatial sense, develops positive attitudes toward mathematics, and stimulates mathematical thinking. To achieve these goals, the curriculum stresses not only computation but also the full range of mathematics including data collection and analysis, probability and statistics, geometry, and algebra. The required core instructional programs are *Singapore Math (K-5)* and *Prentice Hall (6-8)*. Supplementary programming is available through the use of various enrichment materials, *Everyday Math*, *Study Island*, *RM Math* and the University of Michigan’s *Classwide Peer Tutoring (CWPT)* model.

In our Early Learning Academy and Primary Academy students learn math facts and how to compute with speed and accuracy. They also learn to apply addition, subtraction, multiplication, and division to real-world problems and situations. Through hands-on activities with manipulatives and projects, students apply and test their mathematical ideas and understandings. They work in pairs and in groups to make mathematical discoveries, develop mental math skills, explore mathematical relationships, and strengthen their thinking. This introduction helps ensure that they go through life confident in mathematics and capable of applying it to their daily lives. In addition to the curriculum based assessments our student’s progress is tracked by our benchmarking and progress monitoring system using the *Test of Early Numeracy (only ELA students)* and *Customized Study Island Benchmark Tests* are given a minimum of three times a year (more often for individual progress monitoring) in order to set goals and to guide the decision making process of student programming for the tutorial / enrichment block.

In Elementary Academy, the mathematics curriculum continues to balance concept instruction with meaningful application. Students apply their more advanced mathematical tools and techniques to a rich variety of cross-curricular projects and activities. They explore concepts such as decimals and percent; mean, median, and mode; ratio and proportion; and functions. They participate in wide-ranging discussions about math, engage in a variety of cooperative-learning projects, explore simulations, and make increasingly more sophisticated mathematical observations. Calculators and computers play important roles in both the Primary and Elementary academies because they greatly expand the range of math problems and calculations that students can perform. Of course, students still use pencil and paper to complete some algorithms, but the math program emphasizes choosing from a range of problem-solving methods and tools, including mental arithmetic. Additionally, we often ask students to explain why their calculated or computed answers are reasonable, thereby calling on their understanding of operations and strengthening their ability to judge the validity of answers. In the Elementary Academy, *Customized Study Island Benchmark Tests*, are given a minimum of three times a year (more often for individual progress monitoring) in order to set goals and to guide the decision making process of student programming for the tutorial / enrichment block.

Three themes form the core of the mathematics curriculum at the Junior Academy level: applied arithmetic, pre-algebra, and pre-geometry. These themes are fully integrated into the Academy's programs, *Prentice Hall Mathematics Courses 1, 2, and 3*. Concepts and ideas are consistently taught and elaborated upon through a spiral curriculum approach that takes students beyond rote learning to true mathematical understanding. In Junior Academy, students move toward a higher level of abstraction, developing their understanding of variables, generalizations, and informal proofs. By the end of their Junior Academy experience, students have learned to apply their arithmetic skills in a variety of real-world situations, to delve into problems involving all sorts of numbers, to think through different wordings and problem presentations, and to confront new contexts with confidence and understanding. They have also received the background in algebra and geometry necessary for more advanced work that lies ahead of them in their academic careers. Students who are able to move through the Junior Academy mathematics curriculum in only two years will be provided, in eighth grade, with *Prentice Hall Algebra*, using program materials and its tools and also students' work to investigate the mathematics inherent in real-world situations. High-interest projects and investigations, conducted individually or in cooperative teams, help students learn that by drawing on the ideas, tools, and techniques of mathematics, they can strengthen their thinking, communicate with greater precision, make important connections across the curriculum, and find solutions to perplexing questions and challenging problems. The integration of the Math and Science core classes with strengthen these connections and provide opportunities for the expansion and compression of the curriculum. Junior Academy teachers also use *Customized Study Island Benchmark Tests*, that are administered a minimum of three times a year (more often for individual progress monitoring) to inform programming and offer regular feedback on student progress.

Reading and English Language Arts

All Seven Hills students participate in a minimum of 90 minutes a day of English Language Arts instruction, with an opportunity for an additional 30 minutes of targeted tutorial or enrichment. SHCPS's reading programs emphasize a balanced approach to literacy instruction. We foster high levels of literacy in the areas of reading, writing, speaking, listening, and viewing.

In our Early Learning, Primary and Elementary Academies our goal is to have every child reading on or above grade level by third grade. To meet this ambitious but essential goal, we not only utilize Scott Foresman's integrated literature program *Reading Street*, but incorporate strategies to increase comprehension. The program is supplemented by a variety of intervention programs focused on phonics, fluency, comprehension, vocabulary and phonemic awareness.

The ability to read fluently and comprehend opens up vast new worlds for adolescent learners. Junior Academy reading is designed to help all students achieve the fluency required to explore these new worlds. The program offers students a rich variety of young adult novels and literature anthologies such as, Prentice Hall's *Choices in Literature*, that present new stories, new experiences, and complex worlds to adolescent readers. By combining the best in young adult novels with classic and contemporary poems, essays, biographies, memoirs, journalism, and short fiction, Junior Academy language arts not only provides students with a solid foundation in the power and value of the written word, but also builds a strong understanding of the structure of the English language that contributes to their fluency as readers, thinkers, and writers.

All academies are committed to the writing process and the writing workshop approach to writing instruction. The goal of writing workshop is to develop proficiency while fostering an enthusiasm for writing as a form of communication, self-expression, and personal reflection. The writing process replicates the general stages through which all writers must

successfully advance a piece of writing: prewriting, drafting, revising, editing and proofreading, publication. Topic selection, idea development, and organization are emphasized in the early stages of the process; word choice, spelling, punctuation, grammar, and other writing conventions are emphasized in later stages. Writing workshop allows teachers to tailor whole-class instruction to common needs in brief and purposeful mini-lessons and to provide individual instruction and support on a regular basis during student writing and conferencing time. Mini-lessons are also used to introduce new writing genre, to focus on narrative and expository elements, rules of grammar and punctuation, etc. Writing workshop provides administrative supports through maintenance of student writing folders, which show development in writing process techniques. The writing workshop also encourages the development of peer editing skills, giving students the guidance and opportunity to be critical readers and supportive editors of each other's work. To promote self and peer editing, students are taught to use appropriate tools, such as dictionaries and thesauruses. Most importantly, writing workshop gives students ownership of their writing, allowing them to select topics and forms that engage their interest and challenge their skills. Teachers use student folders to monitor the responsibility of student choices, the variety of genre completed, and their overall progress in completing work. Students also complete regular writing-on-demand assignments.

At all levels, data is utilized to make determinations for supplementary and enrichment programming. Students in all grades participate in *AIMS Web Oral Reading Fluency, Accuracy and Comprehension* testing a minimum of three times a year, along with the *Customized Study Island Benchmark Tests*. Additional probes are used for survey level assessments and regular progress monitoring and more intensive assessments are utilized on an as needed basis. Supplementary curriculums include *Read Naturally*, *Lexia Learning*, *Fluent Reading Trainer*, (technology based supports), *Project Read, Language!*, *Rev It Up*, *Flocabulary*, *Rewards*, and the *Elements of Reading Fluency and Vocabulary Kits*.

Social Science

SHCPS believes big ideas should shape research, projects, discussions, and other aspects of student investigation in the social sciences. Deep understanding, the product of varied instructional presentations and full student engagement, results in learning that endures beyond the Friday quiz and the quarterly exam.

The goal of the social science curriculum is to awaken in the minds and imaginations of children an understanding of and appreciation for the subject of history and its related disciplines. To accomplish this goal, we have designed a learning environment that involves children as active learners. Instruction is project-based and features meaningful activities that apply key process skills to investigations of important content. Students work individually and in cooperative-learning groups on projects that are often cross-curricular. A multicultural perspective and respect for diversity pervade the curriculum, which is standards-based and uses authentic assessment to evaluate student performance and guide instruction. In addition to utilizing popular literature and primary source documents, students will take part in a project-based, integrated curriculum that applies the theories of Howard Gardner's multiple intelligences. Students have the opportunity to learn and exhibit their competencies in a variety of ways. The spiraled curriculum is founded on the belief that all students can learn if a teacher shows them how to think and discover knowledge for themselves. In addition, students are guided through progressively more difficult concepts through a process of step-by-step discovery.

In Early Learning and Primary Academy, students encounter a wide variety of interesting people, places, cultures, and ideas through the themes, "My Family, My Community, and My World." They have made a difference, and by exploring their own family histories, they learn to use maps and globes to identify places and to understand the impact of place on how people live. They are introduced to the institutions and symbols of American political processes and culture. Additionally, they grasp basic economic concepts in the context of learning about how people lived in the past, how they live in the present, and how they are likely to live in the future.

The Elementary Academy social science curriculum takes advantage of history's narrative attributes and is structured around the topics of the Vikings to the westward movement, US civics, economy and government and US and world geography. The balanced breadth and depth of the curriculum strengthens students' cultural understanding, develops their analytic thinking skills, leads to an appreciation for the excitement of history, and helps them understand the concept of place that is central to the study of geography.

The Junior Academy curriculum is based on the Massachusetts State Framework focusing on the five themes of geography: region, location, movement, place and human environmental interaction. These themes are embedded across all topics explored in the Junior Academy social science classes. Students begin sixth grade using resources from *History*

Alive, Message of Ancient Days, and Ancient World (World Explorer Series) to study topics ranging from early man to early civilizations and cultures of Sumar, Mesopotamia, Israel, Egypt, Asia, Greece, and Rome. In seventh grade, students expand upon their understanding of the five themes of geography as they apply them to world geography units guided by tools such as the *Geography Tools and Concepts* (World Explorer series), *The Story of Money, World History, Across the Centuries*, Jr. Scholastic magazine. In eighth grade, students delve into an in-depth exploration American History from the Revolutionary War period through the Civil War and Reconstruction. The learning process is supported by the following texts: *The Story of America, History Alive, Adventure Tales America, and American Nation*, as well as any supplemented resources that support an aligned curriculum with the Common Core Standards.

Science

SHCPS offers students an engaging, challenging curriculum rooted in ambitious academic student standards, carefully selected core curricular materials, and a supportive pedagogy that encourages active student learning and meaningful project-based learning. We utilize a constructivist approach to teaching and learning science that promotes the development of critical thinking and problem-solving abilities.

At the Early Learning, Primary, and Elementary Academy levels, the science curriculum is interwoven throughout the curriculum. In addition to utilizing literature and experience-based programming, students acquire sound knowledge of the scientific method by participating in activities found in various thematic kits developed by *Science through Inquiry (STC)*, *Delta Science Modules (DSM)* and *Science Through Experimentation Processes (STEP)*. These programs help students learn to collect, organize and analyze data and develop research skills that can be applied throughout each unit of study. Each unit, selected to be aligned with the Massachusetts frameworks, draws from a variety of resources to integrate math and language arts skills into the scientific process.

The core program for teaching science in the Junior Academy is *Glencoe / McGraw-Hill*. Each level of SHCPS's three-year Junior Academy science program contains units from life, earth, and the physical sciences. These spiral in complexity and difficulty from year to year. The program goals are to instill an appreciation of how science, technology, and society are interrelated, promote and understanding of important science concepts processes and ideas, to apply the use of higher order thinking skills, to improve problem solving abilities and skills, and to improve the ability to apply scientific principles. The program is designed around the Constructivist Learning Model.

Assessment is an interactive and on-going process between the teacher and the student, not a single event at the end of a given instructional sequence. A variety of assessment tasks and strategies that more accurately analyze the learning process of each student on a daily basis are provided in the curriculum. The process of embedded assessment allows the student and the teacher to have a more authentic measure of what the students know, value, and are able to do. For the teacher, this process helps determine the flow of the lessons. Students are encouraged to be responsible for their education, rather than accepting grades as an external consequence that is out of their control. Ongoing assessment helps students understand their progress, monitor their own growth, and develop specific skills.

Physical Fitness and Health

The road toward a lifetime of healthful habits begins in the Early Learning, Primary and Elementary academies. In the area of physical fitness, the emphasis at this level is on developing motor skills and aerobic capacity, targeted to individual levels and according to personal fitness plans. We aim to develop students' skills in sports and games, but we take great care not to overemphasize competition. Rather, we believe that learning basic motor skills provides the competence that leads to confidence and enjoyment of physical activities for a lifetime.

During the crucial Junior Academy years, we guide students toward making wise choices as they negotiate the physical, social, and emotional changes associated with early adolescence. Through a varied program that stresses individualized fitness goals, we help all students understand the benefits of continuing the strenuous physical activity they enjoyed in earlier academies. In the Health program, we carefully link the health, science, and character and ethics curricula when dealing with issues that range from resolving personal conflicts to human reproduction.

The main reference book for physical education teachers is *Dynamic Physical Education for Elementary School Children, 11th & 12th Eds.*, written by Dr. Bob Pangrazi of Arizona State University and published by Allyn and Bacon. The text is consistent with our state standards for physical education, and includes essential sections on activities for developing basic skills, wellness and developing a healthy lifestyle and sport-specific skills and drills.

In conjunction with the physical education, science and character and ethics curricula, Seven Hills also offers regular instruction in healthful living, with a special focus on the needs of students of different ages. We have carefully chosen components of *Health Wave* curriculum that are age-appropriate and that support our ambitious standards for each academy. This program emphasizes personal and mental health, stress management and suicide prevention, nutrition and fitness, human growth and sexuality, family life, disease prevention and AIDS, safety and injury prevention, violence prevention, community and consumer health, alcohol, tobacco and drugs.

The Fine Arts

The Seven Hills Fine Arts curriculum offers an ambitious program of instruction in music, visual arts, drama, and dance. Visual and performing arts are taught by specialists, who devote equal attention to history, performance, appreciation, and practice. To reinforce classroom learning, the fine arts specialists often connect their lessons to the programs of studies in the core classes. Whether integrated with other subjects in the curriculum or taught on their own, the arts provide innovative ways to enhance learning and creativity. The teachers pull from a variety of resources to ensure that all students receive a well rounded experience. Among them are the Davis Publication entitled *Adventures in Art*, *Art: A Global Pursuit*, and *Art: A Community Connection*. In addition, teacher pull from *Learning to Look and Create: the SPECTRA Program* from Dale Seymour Publications and Silver Burdett Ginn's *The Music Connection*.

In the Early Learning and Primary Academy, students begin formal studies in music through singing, playing simple instruments, and listening to a wide range of musical styles from many different cultures. They develop their art skills by using a variety of tools and materials to express ideas. They begin to recognize the basic elements of drama and have many opportunities to express their imaginations through dramatic play, puppetry, and storytelling. They are introduced to the elements of dance and learn to recognize those elements in the performances they view.

In the Elementary Academy, students create and perform a range of artistic works across the curriculum. They gain a wide understanding of various musical forms and styles, such as classical, jazz, blues, and rap and increase their knowledge of artistic principles, elements, and terminology and translate their observations into original artwork, often using multimedia and other audiovisual materials. They “do” and “view” drama and role-play a variety of characters from literature and history. And they increase their understanding and appreciation of creative movement as they explore traditional and contemporary dance forms.

The Junior Academy Fine Arts program continues offers a wide range of elective classes from which the students can choose. The offerings are designed to build upon the balanced, discipline-based and performance approach that students practiced in the earlier academies, including study of art history, criticism, aesthetics, and production. It is also closely integrated with the other subject areas in the Junior Academy curriculum to encourage cross-curricular projects that engage the whole academy. Students study the arts of diverse cultures and civilizations, making connections to their own lives and analyzing the contributions that societies made to the way people live today. They learn that the arts have always played an important, if not an essential, role in world history. Each student in this academy creates a time line, which serves as the glue that keeps the key events, people, and places in an organized and logical framework and provides an understanding of the big picture—how all people have the arts in common and all have a contribution to make.

The main goal of Seven Hills's emphasis on the fine arts is to develop student literacy and competency in the understanding and creating of art, music, drama, and dance. Just as *all* students in a physical education program can learn to participate in sports and healthful exercise, *all* students in a fine arts program can learn to draw, play an instrument, perform a role, and dance a jig. These are skills that can and should be taught to *all* students, not just the “talented” few. In today's rapidly changing world, technology and art are becoming increasingly intertwined. This connection has not only expanded the scope of our instruction at Seven Hills but it has also broadened student base to which the program appeals. Students now realize that there are many ways to produce art and tools that can help them find their own special style, be it through graphic design, animation or composing music, everyone can find an outlet for self expression and creativity.

A well-rounded education has to include more than a limited arts appreciation component. It has to develop a deeper understanding of the purpose, value, and aesthetics of the arts and teach students the fundamental skills of self-expression.

World Language

Seven Hills is proud to offer second language instruction in Spanish beginning in kindergarten. Students explore not only the written and spoken word, but also put their learning in contexts of geography, history and culture. Our goal is to educate children on the value of diversity and the benefits of being able to communicate in multiple circles. At all grade levels, students learn through oral and written exercises, musical experiences, cultural explorations and a variety of interactive activities that enhance vocabulary, fluency and accuracy.

At all levels, our World Language teachers have designed units of study focusing on basic language skills and vocabulary. They have created work packets to support activities utilizing music, games, puppets, artwork, storytelling and more. Elementary Academy students expand their learning through the use of *Viva el Espanol!* and the Junior Academy tops it off with *Paso a Paso*.

English Language Learning

Students who have an English Language Development (ELD) receive direct instruction in the idiosyncrasies of the English language. After evaluating each student's needs, materials are selected to target specific goals. Among the resources used are *Into English* and specialized materials from *Scholastic*. Technology is regularly integrated into instruction through the use of interactive software and composition exercises. Our goal is for all students to be successful communicators in two languages by the time they graduate from Seven Hills.

Seven Hills is committed to providing quality, researched-based instruction to our English Language Learners. According to MA law, public school students who are not proficient in English must be placed in a Sheltered English Immersion (SEI) program. By using the home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons, the school identifies students whose dominant language may not be English. Those students are assessed in the areas of speaking, listening, reading and writing. If a student tests as "Limited English Proficient", she/he is accepted into the program. Following the assessment, a letter is sent, in the preferred home language, to all parents of assessed students to notify them of the results and inform them of their child's placement and service needs. Once the letter is signed by the parent and returned to the school, it is filed for future reference.

Should a parent choose to deny services, a parent may request a waiver. The waiver allows parents to voluntarily choose the academic program for their child(ren). In order for a parent to request a waiver for a student under age ten, the student must have participated in the program for thirty calendar days. Students over ten can be waived out of the program at any time. Should a parent sign a waiver to opt out of the ELD / SEI program, the school must use alternative means to meet the child's needs.

Once a child is accepted in the ELL program, he /she will receive English Language Development (ELD) classes (as described above) based on the [*Massachusetts English Language Proficiency Benchmarks and Outcomes*](#), and Sheltered English Immersion (SEI). Language development is designed to help the child to learn the English language rapidly so that he or she can be assimilated in the mainstream classroom and be able to do ordinary schoolwork. Sheltered instruction is designed to assist the child in assimilating content (math, science, history, etc.) using appropriate language acquisition strategies. Students receive direct language instruction through a Sheltered English Immersion program with teachers who have participated in staff development courses that focus on strategies and techniques for teaching English as a Second Language. All the instruction and materials in the SEI classroom are in English. English language learners, at their comprehension level, follow the rigorous and challenging grade level curriculum, utilizing instructional materials that have been adapted and modified to meet the students' needs.

Students participate in the ELL program until they test in English fluency and literacy at a proficient level. A student is considered proficient when his/her mastery of English enables him/her to access the regular classroom curriculum. In accordance with the No Child Left Behind Act, identified students are assessed annually to determine their level of proficiency in the English language. The child is assessed in the fall and in the spring using more sophisticated tools as mandated by the Commonwealth of Massachusetts. These tools fall under the Massachusetts English Proficiency Assessment (MEPA). MEPA consists of two assessments:

- the MA English Proficiency Assessment-Reading and Writing (MEPA-R/W); and
- the MA English Language Assessment-Oral (MELA-O), which assesses proficiency in both Comprehension (Listening) and Production (Speaking).

The results of the administration of these state assessments, combined with input from parents, teachers and other school professionals, will assist the ELL faculty to make a determination for the termination of language services. They are also regularly reported to the MA Department of Education. Even after a student exits the program, their progress is monitored to determine whether or not she /he is successfully participating in the school experience.

Should you have additional questions regarding the Seven Hills' ELL program, please contact our Student Support Manager at 508-799-7500.

Character and Ethics

Character and ethics are a school wide responsibility centered around SHCPS's core values (wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity.) Teachers are expected to integrate character education goals into their regular instruction—both in terms of behavioral expectations and content-related instruction.

Education in character and ethics is about the application of student understandings to their own behavior. The core values provide a common set of attributes that can frame a lesson on moral questions behind a character's choices in a novel; the underlying principles behind a political idea, such as democracy or the creation of written laws; or the courage of individuals in challenging unjust systems. The core values also provide opportunities to explore the reasons behind particular school and class rules and to provide instruction and practice to help students successfully live up to these and other expectations. This goal of helping students apply values to their own behavior is the heart of the Seven Hills character education program.

The Seven Hills Code of Conduct is: ***Be Kind, Be Safe, Be Responsible***. This code is used to establish consistent school-wide expectations. Classroom teachers work with students to define each of the expectations by completing representation charts to show what being kind, safe and responsible looks, sounds, and feels like. In addition, students learn about the code by participating in role-play's and problem solving sessions using *Success for All*, *FISH!*, *Responsive Classroom* or *Open Circle* tools such as the Peace Path, Class Meetings or the *Circle of Power and Respect*.

Early Learning, Primary and Elementary Academy teachers use *An Ethics Curriculum for Children*, a literature-based instructional program developed by the Heartwood Institute, to present moving and thoughtful stories that engage students in ethical issues and provide a basis for discussion and other instructional activities. The importance of honesty, bravery, respect, and other moral values is at the heart of these potent stories by writers such as Katherine Patterson, Allen Say, Barbara Clooney, Patricia Polacco, John Steptoe, Eve Bunting, Demi, Tomie dePaola, and many other award-winning authors and illustrators of children's literature. The stories are multicultural in scope, making the obvious point that honesty, hope, courage, respect, and justice are universal concerns, not sectarian or localized to particular communities, nations, or cultures. Students listen, discuss, and complete activities that help translate the stories' lessons into an everyday context. Why is telling the truth sometimes hard? Why is it important?

Likewise, character and ethics instruction is embedded across all content areas in Junior Academy classes. Of course, particular academic areas sometimes lend themselves to this goal more obviously than others, such as the *Touchstones* component of the Language Arts/Speaking and Listening program; the *Healthwave* program in Fitness and Health; and the study of people and their behavior and motivations in history, literature, the arts, and current events. In addition, sportsmanship in physical education, respect and responsibility for oneself and others in health, and questions of fairness, justice, and other ethical concerns crop up regularly in math and science class.

All content areas feature a pedagogy that requires students to interact respectfully, with honesty, compassion, and personal integrity. Cooperative learning roles, peer conferencing, participating in group projects, participating as an audience member in a presentation or performance, and living up to one's accepted responsibilities as a student create numerous opportunities for teachers to instruct, model, and monitor good character for students and for students to demonstrate these values in action.

Should students need a supplementary program in character education, opportunities are available in the form of guidance groups, peer Head of Schooling or mentoring programs. *Strong Kids*, a resilience curriculum out of the University of Oregon, is often used to help students build self-awareness and gain skills for interacting with others and solving problems.

Intensive programming is also available through the implementation of specialized behavior intervention plans or counseling.

Advisory and Guidance

Students participate in an advisory program that is delivered through “Morning Meeting” each day. Homeroom teachers are considered advisors for their homeroom students and are responsible for tracking attendance, setting and monitoring SLC goals, delivering the advisory curriculum and creating a safe environment for students to explore issues that are important to their well being and academic growth. The recommended delivery models are those outlined through *Open Circle*, the *Responsive Classroom* program for Morning Meetings or the *Circle of Power and Respect*. Teachers also regularly draw upon the resources provided in student agenda books, Steven Covey’s *Seven Habits of Highly Effective Teens*, and the *FISH!* Philosophy by Charthouse Communications.

In addition, students participate in classroom-based lessons led by our guidance staff. These lessons range in topic from goal setting and action planning, career awareness, self esteem, appreciation of diversity, teambuilding, leadership, communication, conflict resolution, drug and alcohol awareness, healthy relationships, personal safety and more.

Technology as a Second Language

Through extensive use of technology students acquire the vocabulary, skills and knowledge of concepts imbedded in the use of technology to support their learning. From interacting with programs and assessments in key learning areas, they gain mastery and confidence in their use of technology. As they increase their use of technology, they begin to expand their understanding and appreciation for how technology can enhance their learning and, in many ways, how technology can help make them more independent researchers, data collectors, and writers. Students participate in classroom based lessons on keyboarding and word processing, use of Microsoft Office software programs, internet safety and much more. Junior Academy students may also elect to take classes on computer programming and repair, web site design or video production.

Intensives

Although we regularly strive to integrate instruction across the content areas, there are a few times a year that we take that integration to a whole new level. School-wide Intensives are dynamic units of study in which students work collaboratively to apply skills learned in all content areas to focus on a specific theme or to solve a specialized problem. During these times, the school schedule, class lists and curriculums are all adjusted to allow every child to become completely immersed in the experience. Often classrooms become courtrooms, engineering studios, construction sites, press boxes, crime labs, or whatever it takes to get the job done! One must see it to believe it!

Seven Hills Enrichment Learning Laboratory (SHELL)

Seven Hills is committed to nurturing students’ interests and talents and rewarding high achievement. For this reason, we encourage students to apply to our SHELL program. Participants are assigned mentors who support independent study projects or school apprenticeships. Apprenticeships are designed based on expressed student interests or a desire to refine a specific skill set. Examples of student apprenticeships include: editing the literary magazine, working with Lego-robotics, serving as a peer mediator, contributing to the Students Against Violence in Education program, writing for the school newspaper, and composing musical scores. The program is continually evolving as new students enter and help shape their individual experiences.

Special Education

Seven Hills offers a multitude of services for students with special needs. We are committed to providing all children a free and appropriate education in the least restrictive environment. We are proud to serve our children in a highly engaging, inclusive environment. Classrooms are staffed with highly qualified teachers and assistants who are dedicated to supporting all learners. In addition, we have a talented team of special educators and clinicians who provide specialized instruction and work collaboratively with classroom teachers to better serve all students. Our occupational therapist, school psychologist and speech and language specialists provide excellent services to students and serve as resources to our staff and families. The program is managed by our Student Support Manager, who can be reached via phone at 508-799-7500.

Childfind: A student is eligible for special education services if there is presence of a disability, lack of effective progress and the need for specialized instruction. If a child is suspected to have special needs, the pre-referral process may be initiated by contacting the Student Support Manager. Parents are involved at each step of the referral process. Special education is provided in accordance with state and federal laws.

Recess

It is important that children have a chance to get fresh air and exercise each day. Students may play on the US map on the pavement, playground, and courtyard areas or at East or Laurel Street Parks. All children must be closely supervised at all times. Supervising staff members should have their attendance list and first aid kits with them during recess times. If visiting a park, the office must be informed and a cell phone number left.

The following rules were established so that everyone can have a fun and safe recess:

1. Keep your hands and feet to yourself.
2. Wait your turn. Only one person at a time should be on the slide or equipment.
3. Slide DOWN the slide on your bottom. Do not go face first or climb up.
4. Use stairs and ladders.
5. Do not jump off high places.
6. Keep food and drinks out of the play area.
7. Keep the mulch in the play area. Do not throw it.
8. Try to keep the noise level down because there are classrooms nearby.

Assemblies

We encourage staff members to provide enrichment to children through special programs and assemblies. If an individual has an idea that he/she would like to suggest, please see the Heads of Schools. There will be a Model Citizen Assembly at the end of each term. All adults are expected to model and support courteous behaviors at the assemblies.

Field Trips

Field trips provide valuable learning opportunities for our students. All classes have the chance to participate in at least one field trip each year. Staff use the Support Desk to create a ticket for a field trip planning meeting with the fieldtrip coordinator to ensure the proper arrangements are made. He/she will create permission slips (and payment plans – when necessary), prepare transportation requests (if necessary) and inform the school, lunch staff and nurse of the event. Teachers are responsible to take attendance and provide placement for students not attending. A copy of student lists must be given to the main office prior to departure. Permission slips need to be signed any time that students leave the school grounds. All chaperones must be CORI checked and must carry with them a class list, emergency contact information, and a cell phone and first aid kit prepared by the school nurse. In accordance with state laws, the following student travel regulations must be followed:

Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor Head of Schooles. Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R. The Fieldtrip Coordinator will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The school will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>. The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense. Trip scheduling should take into account the

likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors. If substantially all members of a class are participating in a trip, the SHCPS will provide appropriate substitute activities for any students not participating.

Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs. Guidelines of the SHCPS Wellness Policy must be followed in regard to any food/candy sales. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets. If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Village/After School Program

The Village provides a safe, enriching environment for students who need extended day care. The program is open from dismissal until 5:30 p.m. on school days and offers a Friday only options with field trips. Families pay a monthly fee for this optional program. Contact the Village Director at x1144 for information regarding rates, payment options and vouchers.

ACADEMIC REPORTING SYSTEM

The Seven Hills Charter Public School documents student effort and progress with Student Learning Contracts, (SLC's). SLC's are issued three times a year. Coinciding with trimester midpoints and the publishing of the SLC's, time is set-aside for parent/teacher conferences to discuss student progress. In addition, parents or teachers may request a meeting at any time throughout the year to share information or address concerns. We must strive for 100% parent participation at conferences to ensure the success of each child. Teachers must help each student maintain a portfolio of assessment information and work samples for review during student led conferences. Also during conference times, the student, parent and teacher should complete the SLC goal setting process. These goals should be monitored throughout the trimester and those who achieve their goals will be recognized at the awards assembly, along with academic honors, model citizenship and perfect attendance recognitions.

Students and parents may view grades at anytime by logging on to the school's website. Therefore, grade books must be accurate and up-to-date at all times. Students will receive marks for academic achievement, as measured against the Massachusetts Standards, Common Core Standards and for Model Citizenship, as measured against our school's Core Values and Code of Conduct.

Student performance is measured in terms of effort, conduct and mastery. The following scales are used to report progress throughout the school year.

| | Standards Mastery Level | Description | | Effort | Conduct |
|----------|--------------------------------|---|----------|---|--|
| 4 | Advanced | Demonstrates a comprehensive understanding of the subject matter and applies it to solve complex problems. | 4 | Consistently demonstrates effort in work. | Consistently kind, safe and responsible. |
| 3 | Mastered | Demonstrates a solid understanding of the subject matter and applies it to solve a variety of problems. | 3 | Usually demonstrates effort in work. | Usually kind, safe and responsible. |
| 2 | Partially Mastered | Demonstrates a partial understanding of the subject matter and sometimes applies it to solve simple problems. | 2 | Sometimes demonstrates effort in work. | Sometimes kind, safe and responsible. |
| 1 | Not Mastered | Demonstrates a minimal understanding of the subject matter and does not apply it to solve problems. | 1 | Rarely demonstrates effort in work. | Rarely kind, safe and responsible. |

Standards mastery is measured by classroom performance and standardized assessment. Students who earn threes or better in 80% of the reported standards, with no scores below two by the end of the year, will be eligible for recognition on the school's Honor Roll. High honors is achieved by receiving threes or fours in at least 90% of the reported standards, with no scores below two by the end of the year. Students earning all threes or better in both effort and conduct across all environments will be eligible to receive an award for model citizenship.

ACADEMIC PROBATION AND PROMOTION POLICY

It is our philosophy that students must master certain concepts in order to be successful in the subsequent grade level. As a school that practices Response to Intervention, it is our job to provide appropriate instruction and monitor student progress toward mastering these standards.

In order to be promoted to the next grade, students must demonstrate a 3 or 4 in all **bold** “power standards” in ELA and math by the end of the year. (These are the foundational skills that are the cornerstone for success in subsequent grades.) Students must have 2 or better on all other standards.

Progress should be monitored throughout the year toward mastery of these standards and interventions should be provided as necessary. If a student is struggling to make progress toward meeting standards by the end of the first term, a box should be checked on the SLC stating, “Additional intervention needed” and a mandatory parent conference will be held. If a student is still struggling to make progress toward meeting those standards by the end of the second term, a box should be checked on the SLC stating “Additional intervention needed to avoid retention” and a mandatory parent conference will be held, outlining a plan of action.

If, by the end of the year, the student still has not met those standards, a promotion determination meeting may be held, and a box should be checked on the SLC stating either “Promoted but Skills Practice Recommended” or “Retained.” At the promotion determination meeting, the teacher and related service providers, parent and a school administrator will discuss the areas of weakness and strength. Special needs, second language acquisition, attendance issues and / or extenuating circumstances will be taken into consideration during a promotion determination meeting.

Policy Regarding the Grade Placement of Students Leaving Seven Hills and seeking enrollment in a district school:

A student may withdraw from SHCPS at any time and enroll in the school district in which the student resides. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the school district will consult with the student’s charter school regarding placement and eligibility for graduation and enroll the student at the grade level the school district determines appropriate. The time of the school year when enrollment is sought shall be a factor in determining the student’s grade level placement. The school district may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that year.

MCAS and Student Success Plans: A student success plan, based on the Academic Probation Form, will be created and implemented for any child who fails to pass the MCAS test. This plan should be developed by the teacher and family and a copy submitted to the parent, Head of School, Student Support Manager and Superintendent.

| SHCPS STUDENT SUCCESS PLAN / ACADEMIC PROBATION CONTRACT | | | | | | | |
|--|--|---|-----------------------|--|---------------------------------|---------------------------------------|------------------|
| Student Name: _____ | | Date: _____ | | | | | |
| Teacher(s) Name: _____ | | Current After School Activity: _____ | | | | | |
| THE ABOVE NAMED STUDENT IS AT RISK OF FAILING BECAUSE S/HE: | | | | | | | |
| <input type="checkbox"/> Is missing key knowledge and skills in the area(s) of: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">o Math: _____</td> <td style="width: 50%; border: none;">o Social Studies: _____</td> </tr> <tr> <td style="border: none;">o ELA: _____</td> <td style="border: none;">o Science: _____</td> </tr> </table> | | | | o Math: _____ | o Social Studies: _____ | o ELA: _____ | o Science: _____ |
| o Math: _____ | o Social Studies: _____ | | | | | | |
| o ELA: _____ | o Science: _____ | | | | | | |
| See SLC and Online Grade book for Details of Strengths and Weaknesses | | | | | | | |
| <input type="checkbox"/> Is not completing work. <input type="checkbox"/> Other: _____ | | | | | | | |
| REMEDIAL PLAN | | | | | | | |
| Student Responsibility | Parent Responsibility | Teacher Responsibility | Other | | | | |
| Complete daily class work. | Check and sign agenda nightly. | Check agenda daily. | Tutorial Assignment: | | | | |
| Complete nightly homework assignments. | Check the online grade book weekly. | Post assignments and grades weekly. | Probation Assignment: | | | | |
| Let the teacher know if something is confusing. | Check and sign nightly homework assignments. | Communicate concerns to student and parent. | Other: | | | | |
| Complete Online Standards Exercises | | | | | | | |
| _____ | _____ | _____ | _____ | | | | |
| _____ | _____ | _____ | _____ | | | | |
| _____ | _____ | _____ | _____ | | | | |
| Until the student shows progress in this area s/he may not attend: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Non-academic Village programs</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Dances</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Other: _____</td> </tr> </table> | | | | <input type="checkbox"/> Non-academic Village programs | <input type="checkbox"/> Dances | <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Non-academic Village programs | <input type="checkbox"/> Dances | <input type="checkbox"/> Other: _____ | | | | | |
| Note: Students on Academic Probation must complete homework at extra curricular practices (i.e. basketball, drama, choir, stamp, etc.) prior to joining in the activity. Students may practice but not perform or compete until they are removed from the Academic Probation list. A follow up meeting will be held in one month to monitor progress. A _____ determination meeting will be held in June to determine whether the student has met the requirements to be promoted to the next grade. | | | | | | | |
| Student's Signature _____ | | Parent's Signature _____ | | | | | |
| Teachers' Signatures _____ | | Administrator / Coach's Signature _____ | | | | | |
| C: Parent, Teacher, Coach, After School Program Director | | | | | | | |

SCHOOL AND FAMILY PARTNERSHIPS

Family Involvement Policy

Parent, family and community participation in local schools is vital to student achievement. Therefore, it is the policy of the Seven Hills Charter Public School that every school or program providing direct instructional services to students will involve parents, families, advocates for children, and the community in the education of students and shall have an active organization for fostering family/community involvement. In recognition of the fact that some students do not have parents, the words "parents" or "family" are used in this policy to denote any form of extended family or concerned adult who is advocating for a student.

SHCPS believes that a child's education is enhanced by a close partnership between the home, the school, and the community. We will support family involvement in student achievement by providing a range of opportunities for learning and enhancing parenting skills that encourage achievement.

Parents/families are expected to be involved in their child(ren)'s education. Each SHCPS family will be expected to attend parent / teacher conferences and school meetings and events. In addition, it is the school's goal that families will encourage and participate in their child(ren)'s academic success. Families should emphasize the importance of students being in attendance each school day, taking studies seriously, valuing education and following through with suitable learning activities at home.

SHCPS will hold parents accountable for their child(ren)'s attendance in school as outlined in MA statutes.

Families must have opportunities to work with the school. SHCPS will provide these opportunities through many means including, but not limited to, personal contacts by staff members, parent-teacher conferences, volunteer experiences, class offerings for families, open houses, and written communications of many kinds.

A special effort will be made to reach out to families whose primary language is not English or whose culture or family or housing conditions may make it difficult for them to participate in their child(ren)'s education.

If parents are confused or concerned about their child(ren)'s education, they should contact the school employee closest to the source of concern. If the response does not satisfy the parent, an appeal should be made to the immediate supervisor of the employee who was originally contacted. Details of the entire complaint procedure are outlined in the Grievance Procedure portion of this handbook.

School personnel will honor written requests from parents that their child(ren) be excused from participation in any activity or usage of curriculum materials that are contrary to their religious beliefs or personal values, unless there is a compelling concern which would prevent such a release. A reasonable alternative activity will be provided for any student so excused.

School and Parent Relations Goals

The following parent rights and responsibilities statements have been adopted by Seven Hills in order to describe the role of the parent and the role of the school in the attainment of a relationship that will support a successful school experience for each child.

Every parent has the **right** to:

- be treated with courtesy and respect by all members of the school staff, regardless of race, creed, national origin, economic status, housing status, sex, or age
- be informed of academic requirements, school policies and administrative decisions affecting his or her child, and approved procedures for seeking changes in school policies and for appealing administrative decisions
- be informed of his/her child's school progress and welfare
- be informed of the full range of programs and services available to Seven Hills students, including those offered through special education

- inspect his or her child's cumulative record and implement procedures to remove or correct any false or misleading statements in conformity with current guidelines established by the state and federal governments, or SHCPS policies
- organize and participate in organizations for parents.

Every parent has the **responsibility** to:

- ensure that the school always has accurate and up-to-date emergency contact information
- make every effort to provide for the physical, emotional and intellectual needs of the child
- see that the child attends school regularly and is on time
- know and follow school requirements and procedures
- read and refer to the school handbook and help desk
- read the weekly school newsletter
- encourage and lead the child to develop proper study habits at home
- review and sign the student agenda daily
- attend back to school night, parent / teacher conferences and relevant school meetings
- review and sign SLCs each time issued
- log on to Powerschool at least monthly to review assignments, grades and messages
- speak up to prevent misunderstandings
- discuss problems with appropriate persons
- work for the success and improvement of the school program

Parents as Partners

SHCPS is a parent-partnership school. We encourage involvement and volunteerism. Below are just a few ways that parents can be partners in their child's education:

- Be an Academy Parent.
- Read with children.
- Provide tutoring or mentoring for students.
- Share My Career, Culture or Talents with Students.
- Join the Parent Guild, School Advisory Council, Wellness Committee, or Community Garden Committee.
- Help with lunchtime, recess time, in the library, in the gym, in the art or music room,
- Help the technology team, office team (copying , laminating, making / posting fliers, etc.), facilities team (organizing lost and found, etc.) or guidance team (coordinate community service, help with food and clothing drives, building partnerships with higher education institutions, local business and career mentors, etc.)
- Help prepare classroom materials, bulletin boards or displays.
- Run the school store.
- Translate school documents or interpret non-confidential meetings or events.
- Help coordinate academic events or celebrations (i.e. Literary Luncheons, Mad Minutes, Spelling Bee, etc.)
- Let us know your vision of how you can get involved!

Attendance Policy: Seven Hills Charter Public School is proud to be your school of choice. As you are aware, we provide a longer school day and a longer school year than a traditional public school. By selecting Seven Hills, you are agreeing to uphold our high standards of attendance so that your child can receive the maximum benefit of an education. All children should be in school, on time, every day unless there is a valid reason for being absent or tardy. Parents are required to notify the school of a child's absence as soon as possible, preferably before the start of the school day. You may leave a message on the absent/tardy voice mail x4001. For the protection of our children, families will be contacted by phone to verify the absence, whenever possible. The school will excuse an absence only after receiving confirmation of a legal reason for the absence by a parent or guardian, or from the physician.

The following are examples of excused and unexcused absences:

Excused Absences:

- Illness accompanied by doctor's note
- Doctor's appointments accompanied by a dr.'s note
- Death of family member
- Religious Holidays

- High School Visits (grade 8)

Unexcused Absences:

- Completing household chores
- Going to work with a parent/guardian
- Suspension
- Transportation issues
- Babysitting
- Assisting at home
- Hairdressing appointments
- Shopping
- Family vacations
- Illnesses unsupported by doctor's notes
- Other reasons deemed insubstantial by the school attendance officer

Teachers will not be held responsible for providing private instruction on work missed through absences for such reasons. These absences must be reported to the school and will be recorded on the child's record as "absent informed" but will be regarded as unexcused absences.

Seven Hills follows these guidelines in regard to excessive absenteeism and/or tardiness:

- After seven (7) tardy arrivals or four (4) absences you will receive a letter stating that we are monitoring your child's attendance and a copy of your child's attendance record.
- If tardy arrivals or absences continue, you will receive a warning letter regarding your child's attendance and a copy of the child's attendance record. You will be required to attend a meeting with the school attendance officer and appropriate staff regarding your child's attendance. Every effort will be made to devise and implement a plan that supports the family in improving school attendance.
- Continued or chronic absences or tardy arrivals for unexcused reasons may result in a referral to the Department of Children and Families and/or the Worcester Juvenile Court. Absences in excess of 16 per year may require a student to repeat his/her current grade. Please note that 4 tardy arrivals or early dismissals are the equivalent of one absence.

Massachusetts State Guidelines

Every person in control of a child...shall cause him to attend school as therein required, and if he/she fails to do so for seven day sessions or fourteen half day sessions within any period of six months, he/she shall, on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars...The Worcester Juvenile Court shall have jurisdiction, concurrent with the Central District Court of Worcester, of complaints hereunder. (Page 76-3-Chapter 76, Section 2—MGL 2000.)

Health Policies: The Seven Hills Charter Public School employs a full time nurse. If you have any questions or concerns about your child's health or safety, please contact our health office at x1117.

Legal Health Requirements: See Health (logistics) section of the handbook.

Illness and School Attendance: Students who are ill, vomiting or have a temperature of 100 or above should remain at home until ALL symptoms have subsided and their temperature has return to normal (98.6). Any student with a rash or infectious conditions such as impetigo, infected eyes, head lice or scabies cannot attend school until their treatment has completed and the school nurse authorizes a return to class. After three days of absence due to illness, the student MUST have a Doctor's note to return to school.

Students should understand that he/she is to report any injury that is received while on the way to and from school, on the playground or in the school building. Often slight injuries are not reported, and thus the danger of infection or serious injury may grow from a minor injury. If a student is hurt while he/she is at school, preliminary first aid will be given at the school and the parent / guardian will be notified.

Home Instruction: Any student who will be out of school for fourteen school days or longer, or a chronically ill student who will be at home or in a hospital for a recurrent period of less than fourteen days each time, and for whom home or

hospital instruction has been requested by a physician in accordance with state regulations, is eligible for this service. Home and hospital instruction is a free service of Seven Hills. Notify the Head of School immediately if service is indicated. The program begins as soon as the physician requests Home or Hospital Instruction on the state mandated "Physician's Request" form. The Head of School will work in conjunction with the Student Support Manager to assign an instructor to the student and contact the home to schedule lessons. The home and hospital instructor will contact the child's teachers to get assignments and books for the student.

Getting to School: Seven Hills partners with Worcester Public Schools to offer free transportation to all students who reside two or more miles from the school. Bus stops are designated by the Worcester Public School's transportation department. Parents/guardians are responsible for accompanying students to and from the stop and providing supervision until the student enters or exits the bus. Students should arrive at the bus stop ten minutes before the scheduled pick up time, to allow for variations in traffic flow. Likewise, parents should be at the stop ten minutes before drop off in the afternoons. Kindergarten students will not be dropped off if a parent is not present at the bus stop. If a bus driver deems it unsafe to drop off a student due to the absence of a parent / guardian at the stop, the child will be brought back to Seven Hills. The Department of Children and Families will be notified of any students who are repeatedly returned to school for this reason and will lose bus privileges. **Please know that riding on the school bus is a privilege and not a right.** Serious safety or discipline violations will result in the loss of bus privileges. Concerns regarding bus safety should be brought to the attention of our Academy Director. Parents who wish to request a permanent or temporary change on a particular bus route should submit their request in writing to the main office, or through the SHCPS online Help Desk, where it will be logged and then forwarded to the Worcester Public Schools for consideration.

Cancellations, Delays, Early Releases: In the event of extreme weather conditions, listen to the radio and television stations for announcements regarding early dismissals or school delays, closings or early dismissals: WSRS 96.1 FM, WTAG 580 AM, WXLO 104.5 FM, WCVB TV Channel 5, WHDH TV Channel 7, WBZ TV Channel 4. You may also call the school at 508.799.7500 after 6:30 a.m. to hear an automated phone message announcing a Seven Hills closing or school delay. School closing alerts can also be sent to you automatically via [e-mail and/or text message](#) by signing up via the link on the home page of the [school website](#).

The decision to close school is made by the Superintendent in consultation with the highway superintendent and police department. Student safety is our first concern and current weather conditions, road conditions and weather forecasts are taken into consideration. Please be aware that because we share buses with other schools, a decision to close early must be made by **10:00 AM** and buses must leave Seven Hills by **11:30**. Notice of such dismissal will be announced internally and broadcast as soon as possible over the above radio and television stations. On inclement weather days, parents are advised to pick up children from the after school program as early as possible.

Helping Your Child Complete Nightly Homework Assignments:

SHCPS Homework Policy

SHCPS views homework as a valuable tool to help students gain confidence with concepts introduced in school as well as to develop strong study skills and habits. Quality homework completion depends on students, teachers, and families working together. The roles and responsibilities of each of these parties are outlined below.

Students:

- Record assignments in agenda book each day and have your teachers sign it.
- Bring homework and agenda book home each night to complete assignments and obtain a parent signature.
- Hand in completed assignment the next morning.
- Talk with the teacher if you have any questions, concerns or ideas to share.

Families:

- Read the agenda book each night.
- Once you have reviewed your child's completed homework assignments, sign the agenda book each night.
- Write a note in the agenda, call or email the teacher if you have any questions, concerns or ideas to share.
- Check Powerschool, email and text messages for information regarding homework completion and grades.

Teachers:

- Initial the agenda daily, noting that the student has recorded all assignments.
- Post assignments online each week, updating as needed.
- Provide clear instructions and / or an example with homework assignments.
- Review and return homework in a timely fashion.
- Record missing homework each morning by using the stoplight and stamping the agenda.
- Assign the student to a homework detention for missed assignments.
- Contact the parent if missing homework becomes a pattern.

Heads of School:

- Hold students, teachers and families accountable for meeting the expectations of this policy.

Assignment Guidelines for Each Academy

Early Learning Academy (Kindergarten and Grade 1):

Every night, all students in grades K and 1 are expected to read (or be read to) for at least 15 minutes and complete a math activity. Other tasks may be assigned as appropriate. The total amount of homework assigned per night, including reading, should not exceed 30 minutes. Optional extension activities may be provided for students wishing to complete homework over the weekends.

Primary Academy (Grades 2 & 3):

Every night, all students in grades 2 and 3 are expected to read for at least 15 minutes and complete a math activity. Other tasks may be assigned as appropriate. The total amount of homework assigned per night, including reading, should not exceed 30 minutes. Although Friday homework will not be assigned, students may be required to make up any missed work over the weekend. At any time, students may log on to the Learning Zone or Study Island for additional practice.

Elementary Academy (Grades 4 & 5):

Every night, all students in grades 4 and 5 are expected to read for at least 20 minutes and complete a math activity. Other tasks may be assigned as appropriate. The total amount of homework assigned per night, including reading, should not exceed 40 minutes. Although Friday homework will not be assigned, students may be required to make up any missed work over the weekend. At any time, students may log on to the Learning Zone or Study Island for additional practice.

Junior Academy (Grades 6, 7, & 8):

Every night, all students in grades 6,7 and 8 are expected to complete English language arts and math homework. Other core content and special area classes will rotate assignments, as appropriate. The total amount of homework assigned per night, including reading, should not exceed 60 minutes. Due dates of major tests and projects will be staggered as to not overload students. Although Friday homework will not be assigned, students may be required to make up any missed work over the weekend. At any time, students may log on to the Learning Zone or Study Island for additional practice.

Agenda Books: All students will receive an Agenda. The student Agenda Book is a tool that will help to teach students how to be responsible and organized. It is the student's responsibility to bring the Agenda Book to school each day and record nightly homework assignments in the Agenda Book. Teachers must initial the Agenda Book at the end of each class to ensure that assignments have been recorded properly. It is a parent's responsibility to review his/her child's homework each night, sign the Agenda Book and communicate any thoughts or concerns to the teacher through the Agenda Book each day. Replacements for lost Agenda Books may be purchased from the school store for \$5.

Study Skills Tips: It is critical that children, at every age, have the monitoring and support of parents. Here are some tips to guide you in helping your child develop effective study habits at home:

- *Establish routines:* Set aside a consistent time and space for studying or doing homework. The student should have all of his/her materials and supplies in place before beginning a task. He/she should begin with the most difficult

subject or task first and then work in 20-minute intervals. A timer can be used to establish stretch breaks each 20 minutes. Once the most difficult task is finished, everything else will seem like a breeze!

- *Study with all senses.* When a student rehearses skills or information in a variety of ways, he/she will experience more success understanding and recalling it later. By reading it, writing it, reading it out loud and even watching oneself read or say the material in front of the mirror, the information will be retained. Encourage your child not to be embarrassed by practicing these habits; while initially he/she may seem embarrassed or uncomfortable, these habits work!
- *Develop study tools!* One effective strategy is to teach someone else or to tell about what an individual has learned. This can be done in the car, at the dinner table, or anywhere at all! The student should make flashcards to rehearse facts or information. Creating the cards reinforces the material and then the cards can be used to play a variety of games (matching, sequencing, categorizing, rehearsing, etc.) Another technique is to visualize the information. By creating a picture cue or a mental map that can be drawn or pictured in one's mind, information can be more easily remembered. A student may also create his/her own mnemonic devices (i.e. I See Ed could stand for Isosceles, Scalene, Equilateral, the three types of triangles.) Help your child to have fun creating his or her own! Students can also make lists of what they already know and then rehearse what is left over. When they move information over to the already mastered list, it can be very rewarding. Students can separate the flashcards into mastered and difficult piles and mix in an already mastered card after a series of difficult ones. The success will help keep the student motivated.
- *Acknowledge that it is not easy.* Let children know that not everything comes easily but that hard work will pay off. The saying we have at SHCPS is "Effort = Success." Confidence and self-esteem come from meeting a challenge. Never give up!

Monitoring Your Child's Progress in School: Families must participate in a minimum of two family conference nights per year. Teachers, administrators and guidance personnel will be present at conference nights to aide families in accessing information about student progress and well being. During conferences, student work samples and data summaries will be available, as well as accurate, up to date information regarding a child's progress. At conference times, parents should update their contact information and SLC goal reports.

Seven Hills is proud to offer ongoing access to student achievement information. All staff members, students and parents are assigned a username and password to [Powerschool](#), our school database. By using this password, parents can view their child's grades at any time. For this reason, it is critical that all grade books are accurate and up-to- date at all times. Parents are expected to log on at least once per month to review student grades. In addition, parents can set preferences within the program to receive automatic emails in response to specific triggers.

Student Records: All student records will be kept in a locked cabinet in the main office. Authorized staff members may view records by recording their access in the viewers' log. No files may be removed from the office. Special education documents may not be placed in cumulative folders. They will be housed in a locked cabinet in the student support office. However, all teachers should have a copy of the IEP's at a Glance or 504 plans of each of his / her students. Parents have a right to request a copy of any document pertaining to their child. All records must be kept on file for seven years.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the School receives a request for access: Parents or eligible students should submit to the Student Information Manager (SIM) a written request that identifies the record(s) they wish to inspect. The SIM will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA: Parents or eligible students who wish to ask the school to amend a record should write the SIM, clearly identify the part of the record they want changed, and specify why it should be changed. If the SIM, in consultation with the Superintendent, decides not to amend the record as requested by the parent or eligible student, the SIM will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent:

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA: The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Non-custodial Parent Rights: As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. SHCPS will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent
2. the parent has been denied visitation or has been ordered to supervised visitation
3. the parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record

The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a). In order to obtain access, the non-custodial parent must submit a written request for the student record to the school Head of School. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Head of School with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a). The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Maintaining Open Lines of Communication Between Home and School: It is imperative that the school be able to reach families in times of emergency. It is a parent's responsibility to ensure that the school always has current emergency contact information including guardianship, contact names, addresses, phone numbers, and email addresses. Please notify the school immediately if there is a health concern or special need that affects your child's ability to participate in school programs.

Seven Hills Charter Public School has a twenty-four hour turn around policy for parent communications. Staff members can be contacted by voicemail or email or in person by appointment during a non-instructional time. **Remember, the Agenda Book is also a useful tool for maintaining communication between home and school.**

Communication is the key to successful collaboration between colleagues and with families. Staff members should start early to establish relationships with families and should remember to balance concerns with positive insights about a child. Staff members and parents should work hard to share information frequently and in a professional manner. All staff members must check voicemail, email, and the online calendar and announcements on a daily basis. Classroom teachers are responsible for maintaining accurate, up-to-date on line contact logs (including but not limited to academics, behavior issues, parent conferences, events).

Parents usually feel their child is progressing satisfactorily unless they have been otherwise notified. **Therefore, the parents of any student who is doing unsatisfactory work should be contacted immediately via email, phone, conference or a note in the agenda.** This type of notice serves to: a.) inform the parent of the student's work; b.) promote an open line of communication so parents can work together with their child's teacher to improve the quality of student work; and c.) ensure there are no surprises when SLC's are published, especially if an earlier intervention might have affected the grade. During the notification process, please remind the parents of their ability to access information online on a regular basis. It is a parent's responsibility to utilize this service to keep informed of their child's status.

***special note: All school communications are available in a variety of home languages. The office arranges translations based on information received through the home language survey or parent request. Please contact the office if you have not received translated documents or services but are in need of them.**

Curriculum Nights: Throughout the year, Seven Hills hosts a wide range of events to showcase our school curriculums and student work. The fall family night is mandatory for all families, teachers, administrators and guidance personnel. At this fall family night, each classroom teacher has a responsibility to convey information about the grade level curriculum, learning expectations and assessment tools. This may be done through verbal presentation or handouts. A copy of all handouts should be placed on the school website and accessible through the school office. In addition to the fall family night, there will be a minimum of one curriculum based family event per month. All teachers, administrators and guidance personnel are required to attend at least one of these events each year. Families are encouraged to take advantage of these fun-filled learning opportunities.

Newsletters: Each Friday, a school newsletter is sent home with the all students and posted to our school website. This newsletter contains a section for each academy "dates to remember" section, general information about things happening in our school, and flyers or other items from the SAC, Parent Guild or other school groups. If you'd like to submit something for our Friday newsletters, please give it to the Operations Coordinator by Thursday afternoon. Many teachers send home their own weekly or monthly newsletters. The Operations Coordinator should be given copies of all school or classroom notices and copies should be emailed to our technology department to be posted on the school website.

Board of Trustees Meetings: Public meetings are held on the first Tuesday of each month at 6:00 PM. If you'd like to submit an item for consideration on the agenda, please contact the board Chairperson at least 24 hours prior to the scheduled meeting.

School Report Card: The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. Accordingly, Seven Hills provides families with an annual school report card that contains not only teacher qualifications, but also information regarding the school demographics and standardized achievement results. Parents may submit a written request to the Business Services Department at any time to request the following information about each of their children's classroom teachers:

- whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches
- whether the teacher is teaching under emergency or provisional status because of special circumstances
- the teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree
- whether paraprofessionals provide services to your child and, if so, their qualifications

Annual Report: Seven Hills authors an annual report documenting our performance as measured against goals outlined in our School Accountability Plan. These goals reflect the areas of academic achievement, organizational viability and

faithfulness to the terms of the charter. This report is submitted to the Massachusetts Department of Education and posted on the school website after August 1st of each year. Hard copies are available by request through the school's main office.

Policy for Relations with Parent Organizations: To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the superintendent and the professional staff will:

- Consult with and encourage parents to share in school planning, and in setting objectives and evaluating programs
- Help parents understand the educational process and their role in promoting it
- Provide for parent understanding of school operations
- Provide opportunities for parents to be informed of their child's development and the criteria for its measurement
- Strive to include all families in the life of the school by providing translation services, connecting families through the Parent to Parent Network, and reaching out to community based organizations and shelters

To accomplish the above and to enhance communications between parents and school officials, formal parent organizations have been established:

School Advisory Council (SAC): In accordance with the Educational Reform Act of 1993, Chapter 71, Section 59C, each public school within the state is responsible for forming School Council. The purpose of this council is to bring positive change to the school through short/long term goal setting. Each council shall assist the administration in preparing and submitting an annual comprehensive school improvement plan and curriculum accommodation plan.

Special Education Parent Advisory Council, (SE PAC) and English Language Learners Parent Advisory Councils (ELL PAC) : These parent run groups focus on issues around special education and second language acquisition. They plan parenting workshops, fun events for students, and other out reach programs.

Title I Advisory Council: The Title I coordinator collaborates with staff and parents in the development and implementation of the Schoolwide Plan. In addition, the Title I coordinator presents annually to the School Advisory Council and through report to the Board of Trustees to document fund usage.

Early Childhood Advisory Council: The Early Childhood Advisory Council consists of Early Learning Academy staff, school administrators, guidance personnel and parent representatives. The council focuses on Early Learning Academy programming and accreditation, transition planning and development and implementation of the Quality Full Day Kindergarten grant.

Wellness Committee: The committee develops and monitors school programs, curricula and menus that promote the health and well-being of all members.

Parent Guild: We encourage parents and other interested members of the community to join this worthwhile group. The Guild provides fundraising and volunteerism for a wide range of school and family events including field day, class trips, curriculum nights, special assemblies, the school store and more.

Positive Behavior Intervention Support: Join students and staff as they develop and implement Positive Behavior Intervention Support systems designed to bring out the best of all school members.

Guiding Good Choices: As part of the Seven Hills family orientation program, all families are asked to participate in this worthwhile program designed to strengthen family bonds and build relationships with the school.

SHCPS Alumni Association: Help us maintain ties with our Seven Hills graduates. Track educational and professional growth of students once they move beyond our school. Develop exciting alumni events and opportunities to allow former students to share experiences with current staff, students, families and each other.

Technology Committee: The goal of the school's Technology Committee is to consider and evaluate all existing and new aspects of technology within the school. This includes technology infrastructure, educational software, Internet safety, etc. The Committee's input helps to inform decisions about the direction that SHCPS takes in future Technology-related decisions. Most discussions take place in an online forum. If you are interested in participating in the school's Technology Committee, please e-mail Josh Coyne at jcoyne@sevenhillscharter.org. All are welcome!

In addition to the above listed organizations, Seven Hills frequently offers evening parent workshops, family events or community service opportunities. If you have a topic that you would like the school to explore or an event or project that you'd like us to get involved with, please notify our superintendent.

Volunteering: SHCPS believes a strong link between home and school is beneficial. Parents can contribute to the school in a number of ways: presenting in classrooms about a job or area of interest, chaperoning fieldtrips, reading to children,

having lunch with classes, helping at recess, re-shelving library books, updating bulletin boards, etc. The possibilities are endless! For more information, contact your child's teacher or Head of School. Please note that all volunteers who interact with children are required to complete a CORI. For at home volunteers no CORI is required.

Making Informed Decisions Regarding Your Child's Education: The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires public schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. political affiliations or beliefs of the student or student's parent
2. mental or psychological problems of the student or student's family
3. sex behavior or attitudes
4. illegal, anti-social, self-incriminating, or demeaning behavior
5. critical appraisals of others with whom respondents have close family relationships
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers
7. religious practices, affiliations, or beliefs of the student or parents or income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings. Seven Hills will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

Taking Advantage of School and Community-Based Supports for Families (Homeless Students): Seven Hills complies with all requirements of the McKinney-Vento Homeless Assistance Act (Subtitle B – Education for Homeless Children and Youth), reauthorized in January 2002. When a family is enrolling a student or students in school or changing an address, but is unable to provide the usual form of address verification, or is sharing housing with others or is temporarily sheltered in some other alternative arrangement, the family member will be asked to verify the current living situation on the student Address Verification Form so as to determine whether the student(s) is /are eligible under the Act for required supplementary supportive services and legally-mandated exemptions from certain enrollment requirements.

In keeping with these requirements:

- Children who become homeless have the right to continue attending their school of origin, or enroll in the school of the district in which they are residing.
- The school will contact the school last attended by the homeless student to obtain records. If the homeless student needs to obtain immunizations or medical records, the school's homeless education liaison will assist the family in obtaining them. Once received, the school will maintain the homeless student's records, including immunization and medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs so that the records are available, in a timely fashion, when the student enters a new school or district.
- To the extent feasible, transportation will be provided for students in order to maintain continuity of their attendance in a single school over the course of the school year.
- When a student is residing outside the city due to circumstances related to homelessness (in accordance with the statutory definition of "homeless") efforts will be coordinated with the district where the student is temporarily residing to provide transportation to the school of origin if this is the preference of the parent and student.
- The parents of a homeless child have the right to decide whether their child will attend the school in which the child was last enrolled, assuming transportation arrangements are feasible and are in the best interest of the student, or the school district where they child is temporarily living.
- Women living in battered women's shelters can give school officials the PO Box or mailing address of the shelter office, along with verification from the shelter director that the children are residing in the facility in lieu of the street address. Transportation arrangements will be made in a manner that seeks not to disclose such shelter addresses.
- If a dispute arises over a homeless student's enrollment status, the Seven Hills homeless education liaison will ensure that the school in which enrollment is sought will immediately admit the student, pending resolution of the dispute. The liaison will carry out the dispute resolution process as prescribed by the Department of Education and will provide the parent or guardian with a written explanation of the school's decision regarding school selection or enrollment, including the right to appeal the decision.

- The homeless education liaison will provide parents and guardians of homeless student’s information regarding educational and extracurricular opportunities available to their children. In addition, the liaison will inform parents and guardians of ways to become involved in their child’s educational process and how to access community based programs such as sources of food, shelter and support networks.
- Student housing status is considered confidential at Seven Hills. Only staff members directly involved with the student and family will be privy to information regarding a student’s housing status. Homeless students will be granted equal access to all school programs including Title I services, educational programs for students with disabilities, limited English proficiency or enrichment needs.
- Questions or concerns regarding issues pertaining to homeless students should be referred to the Seven Hills Homeless Liaison, Lisa Dirsa at 508-799-7500 x1108.

Pregnant Students: Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. Seven Hills does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions.

Local Support Agencies: See *Bullying Prevention and Intervention Plan*

First Call for Help: (508) 755-1233

This is a 24 hour, free, confidential information and referral Helpline. The following numbers have been provided through this service.

Food Pantries:

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| Jeremiah's Inn | 1059 Main St. | 508-755-6403 |
| Mustard Seed | 93 Piedmont St. | 508-754-7098 |
| Friendly House | 36 Wall St. | 508-755-4362 |
| Centro Las Americas | 11 Sycamore St. | 508-798-1900 |
| Community Builders | 16 Laurel St (Plumley Village) | 508-831-9835 |
| East Side Neighborhood Center | 23 Mulberry St. | 508-791-0731 |
| South Worcester Neighborhood Center | 47 Camp St. | 508-757-8344 |
| Green Island Neighborhood Center | 50 Canton St. | 508-753-4661 |
| Lakeside Neighborhood Center | 28 Lakeside Ave. | 508-792-5750 |
| Quinsigamond Village CC | 16 Greenwood St. | 508-755-7481 |
| Valley Residents for Improvement | 176 Tacoma St. | 508-853-0098 |

Shelters:

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| Department of Transitional Assistance: | 9 Walnut St | 508-767-3100 |
| Abby's House | 52 High St. | 508-756-5486 |
| Daybreak | PO Box 3093. | 508-755-9030 |
| Friendly House | 36 Wall St. | 508-755-4362 |
| HOAP Homeless Outreach and Advocacy Program through Community Healthlink | 72 Jacques Ave. | 508-860-1260 |
| Jeremiah's Inn | 1059 Main St. | 508-755-6403 |
| Shepherd's Place through the Henry Lee Willis Center (referral through DTA) | 54 Queen St. | 508-757-5198 |
| YWCA | 1 Salem Sq. | 508-767-2505 |

MANDATED REPORTING: Please know that all SHCPS employees are mandated reporters of abuse and neglect. In compliance with Mass General Law Chapter 119 Section 51A, if any school employee receives information regarding the possibility that “a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or neglect, including malnutrition... [the school employee] shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication... Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars.”

Teachers are trained by our guidance counselor, in cooperation with representatives from the district attorney’s office, to identify signs of abuse and neglect. If signs are noted or children disclose abuse or neglect, all school personnel are bound, by law, to file a report with the Department of Children and Families.

A mandated reporter is not an investigator. If a child discloses an incident(s) of abuse or neglect, the school employee will report exactly what the child says. If the school and its employees fail to follow through with this process disciplinary actions may be taken as personnel are to always act in the best interest of our children.

SCHOOL SAFETY AND DISCIPLINE

SHCPS Code of Behavior and Respect

SHCPS CODE OF CONDUCT IS: **Be kind. Be safe. Be responsible.**

Positive Behavior Intervention Support (PBIS) Philosophy Statement:

All members of the Seven Hills Community treat each other with kindness, take responsibility for our actions, and maintain a safe and positive learning environment.

Consistency is the most important ingredient for a productive school climate. When all members of the school community share a common belief system, model and acknowledge positive behaviors and interactions, and enforce the rules fairly and consistently, students can focus on learning in a safe and comfortable environment. **Please review the SHCPS Code of Behavior and Respect and help us to achieve the SHCPS mission of preparing a diverse cross-section of Worcester children for success as students, workers and citizens.**

Seven Hills believes in a “three pronged approach” to developing and maintaining a safe and productive learning environment. **First**, we are committed to proactively teaching our school wide expectations and giving students, staff and families the tools and strategies they need to work and learn together. **Second**, we are committed to stopping inappropriate or unproductive behaviors from occurring. The menu of consequences below was designed to provide guidance for immediate actions to be taken when infractions occur. Please understand that Seven Hills has a progressive discipline system. Repeated infractions result into higher levels of consequence. **Third**, we are committed to changing patterns of behaviors. The Apologies of Action listed below provide examples of ways to turn “mistakes” or “errors in judgment” into learning experiences. In addition, the Family and Student Support Team (FASST) will be convened to brainstorm interventions to support struggling students. This is mandatory for any students receiving three or more suspensions.

Teaching Schoolwide Expectations:

BE KIND.

| Use respectful language to maintain an atmosphere of respect in our school community. | | | |
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| Tracking Category | Level 1 | Level 2 | Level 3 |
| Inappropriate language/comments | Person uses inappropriate or profane words (stated or implied) or messages (written, verbal, electronic). | | |
| Disrespect | Person delivers a negative comment that would demean another person’s self worth. (written, verbal, electronic) | | |
| Show respect for each other and demonstrate an appreciation of differences. | | | |
| Tracking Category | Level 1 | Level 2 | Level 3 |
| Harassment/Tease/Taunt | | Person repeatedly uses offensive | |

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| | | or inflammatory words, symbols, pictures, gestures or physical conduct. Including but not limited to: intimidation, belittling, demeaning, disparaging, mocking or ridiculing another person. (MGL Ch. 269) | |
| Ask for permission if you would like to have or borrow something. | | | |
| Tracking Category | Level 1 | Level 2 | Level 3 |
| Theft | | Person is in possession of, has passed on or has been responsible for removing someone else's property without consent. | |

BE SAFE.

| | | | |
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| Be in control of yourself and your body at all times. Respect others' personal space. | | | |
| Tracking Category | Level 1 | Level 2 | Level 3 |
| Physical Aggression/Contact | | Person engages in an inappropriate physical contact. | |
| Fighting | | Person uses physical force or violence towards another individual. (<i>Mandatory Out of School Suspension</i>) | |
| Aggressive Behavior | | Person intentionally threatens by word or actions to cause harm to another person and has the apparent ability to carry out such a threat. Student instigates a conflict or disruption to may lead to bodily harm. | |
| Inappropriate display of affection | | Person engages in consensual verbal or physical gestures or contact of sexual nature to another student. | |
| Bullying | | Repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. (MGL Ch. 92) | |
| Cyber-bullying | | Bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part | |

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| | | <p>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 persona 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 assessed 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. (MGH Ch. 92)</p> | |
| Assault on a staff member | | | <p>Person uses physical force or violence towards a staff member while not in de-escalation. (MGL Ch. 269)</p> |
| Reckless Endangerment | | | <p>Student recklessly engages in conduct which creates a substantial risk of serious physical injury to another person. "Reckless" conduct is conduct that exhibits a culpable disregard of foreseeable consequences to others from the act or omission involved. The student need not intentionally cause a resulting harm or know that his conduct is substantially certain to cause that result.</p> |

Stay away from and report unsafe items.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---------|--|
| Weapons | | | <p>A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives;</p> |

| | | | |
|---------|--|--|---|
| | | | <p>blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.</p> <p>No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.</p> |
| Drugs | | | <p>Possession, cultivation, manufacture, purchase or use of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance on school grounds, at school sponsored events, or on school transportation by any person. (MGL Ch. 94C)</p> |
| Tobacco | | | <p>Possession, use, distribution, or sale of all tobacco products on school grounds, at school sponsored events, or on school transportation by any person. (MGL Ch. 94C)</p> |
| Alcohol | | | <p>Possession, sale, purchase or use of alcoholic beverages on school grounds, at school sponsored events, or on school transportation by any person. (MGL Ch. 94C)</p> |

Use the alarm systems only in the case of an emergency.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---|---------|
| | | Person activates a school alarm or emergency response system without cause. | |

BE RESPONSIBLE.

Be on time for school and classes each day. (Also see Attendance Policy)

| Tracking Category | Level 1 | Level 2 | Level 3 |
|-------------------|---|--|---------|
| Tardiness | Person is late to class without an authorized pass. | | |
| Truancy | | Person does not report to class or school without authorization. Student leaves class or school without authorization. (MGL Ch. 76.) | |

Listen, follow directions and always try your best.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|-------------------|---------|---------|---------|
|-------------------|---------|---------|---------|

| | | | |
|-------------------|---|--|--|
| Defiance | Person fails to respond to adult request without disrupting the learning environment, despite reminders | Continued refusal to follow adult directions and engages in behaviors that disrupt the learning environment or activity. | |
| Disruption | Person's behavior impedes the learning environment, despite teacher reminders. | Person engages in behaviors or interruptions in class or an activity that includes but is not limited to: sustained loud talk, yelling or screaming, noise with a material, horseplay or roughhousing, and or sustained out of seat behavior, despite teacher reminders. | |

Do your own work and demonstrate integrity.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|----------------------------|---|--|----------------|
| Plagiarism/Cheating | Person participates in using, copying, or providing another person's words or work, misrepresenting it as their own work. | | |
| Forgery | | Person writes, hands in or is in possession of a document that is signed by a person without permission. | |

Take care of materials that are on loan or school property. Help to maintain a clean and healthy environment.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|------------------------------|---|--|----------------|
| Property misuse | Person is using assigned school materials in an inappropriate manner, resulting in minor damage. | | |
| Vandalism / Littering | Person destructs, defaces, or damages school or private property that can be fixed without a monetary obligation. | Person destructs, defaces, or damages school or private property resulting in a monetary obligation. | |
| Food/Drink | Person is in possession of or consuming food or drinks at inappropriate times or locations. | | |

Leave distracting items at home.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|--|---|----------------|----------------|
| Electronics/ Telecommunications | Person is in possession of any unauthorized electronic device. (included but not limited to: cell phones, mp3, camera, iPod, video games.) <i>(Item will be confiscated and placed in the school safe until a parent can come to school to retrieve it.)</i> | | |

Follow all rules and procedures as outlined in the Computer Use Policy for technology usage.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|--------------------------|--|---|----------------|
| Technology misuse | Person is visiting unauthorized websites or using school technology in an unauthorized way (including but not limited to: listening to music, changing setting on the computer, visiting YouTube or other unauthorized sites). | Person is visiting unauthorized websites or using school technology in an unauthorized way (including but not limited to: sexually explicit in nature, gang or drug related, or contains offensive material). | |

Be in uniform and have the required items when they report to school or class.

| Tracking Category | Level 1 | Level 2 | Level 3 |
|-------------------|--|---------|---------|
| Dress Code | Person wears clothing that doesn't fit within the school's dress code policy. <i>(Mandatory parent contact and change clothes.)</i> | | |

Stopping Inappropriate or Unproductive Behaviors from Occurring: The following table represents the menu of consequences connected to various infractions. The assigned consequences are determined at the discretion of the referring staff member or administrator. As part of a progressive discipline system, repetitive acts result in higher level consequences. For example, the third time a student repeats a level one behavior; it will be treated as a level two infraction. Failure to serve an assigned or make up detention will result in an in school suspension and mandatory parent meeting. Please understand that “all educators in the United States must obey the Family Education Rights and Privacy Act, which prohibits the school from sharing any information in a student’s record, including disciplinary information, to a third party, without parental consent. The result of this is that parents cannot expect a school official to tell you how they have disciplined a student, even if your child was directly victimized by that student.” (MGL 603)

| Level 1 Consequence Menu (Teacher / Staff Responsibility) | Level 2 Consequence Menu (Administrative Support Required) | Level 3 Consequence Menu (Administrative Support Required) |
|--|---|--|
| <ul style="list-style-type: none"> • Time Out • Loss of Privilege • Morning / Recess Detention • Apology of Action • Behavior Plan Implementation | <ul style="list-style-type: none"> • Mandatory Parent Notification • Time Out • Morning / Recess Detention • After School or Saturday Detention or Community Service • In-School Detention (partial day) • In-School Suspension (full day) • Out of School Suspension • Apology of Action • Behavior Plan Implementation • FASST Referral | <ul style="list-style-type: none"> • Mandatory Parent Notification • Disciplinary Hearing • Long Term Suspension (10+days) • Expulsion |

Note: The school maintains records of the number and duration of any suspensions from any part of a student’s program, including suspensions from transportation.

Changing Patterns of Behavior: The Positive Behavior Intervention Support (PBIS) Team meets regularly to review school and student discipline data in order to develop preventive and responsive programming and to plan positive incentive programs to recognize students who follow the code of conduct and display our core values. In addition, team members are on call to conduct student or classroom observations and to help develop behavior intervention plans.

Seven Hills feels that situations can be made into a learning experience. The following table outlines sample activities that students can do to learn more about how their actions impact themselves and others.

| Sample Apologies of Action | |
|--|---|
| What was “broken” or “lost” due to a behavior? | What can be done to “repair” it? |
| The student demonstrating the behavior lost an opportunity to learn. | <ul style="list-style-type: none"> • Complete an independent study project on the topic missed. • Complete “Learning Zone” assignments. • Arrange peer tutoring on your own time and make some sort of arrangement for repayment of the tutor’s time. • Have a peer or adult mentor check your agenda and monitor your homework |

| | |
|--|---|
| | / classwork completion. |
| Others' lost the opportunity to learn. | <ul style="list-style-type: none"> • Make a study guide for the class. • Provide peer tutoring for other students. • Prepare a lesson to deliver to the class on the topic . |
| Property was damaged or is missing. Food or materials were wasted. | <ul style="list-style-type: none"> • Clean or repair damaged property. • Replace, or help to replace, the damaged/missing property. • Research costs related to items and labor and create a "bill" to be paid or worked off. • Research "shortages" of food or resources and prepare a presentation about how fortunate we are. • Complete community service with the facilities team. • Create posters about keeping the school clean and nice. • Create a mural, bulletin board or school beautification project. |
| A person was hurt or injured physically or emotionally or made to feel uncomfortable | <ul style="list-style-type: none"> • Use the Peace Path. • Have a Peer Mediation. • Complete a peer interview and appreciation project. • Create a "Compliment Book" or a "Gratitude Book" for the person. • Decorate the person's locker or desk with positive messages. • Create and follow an action plan to repair relationships. Include a weekly check up. • Write a letter/make a card for the person. • Offer to be an assistant for that person for the day/week. • Prepare a lesson on: being kind/bullying/teasing/etc. and deliver it to a lower grade classroom. • Research and create a presentation about similarities and differences across cultures. • Complete an assignment on more appropriate ways to articulate a thought or idea (ex: # of ways to say XXX if a student was swearing). • Make posters/power points about being kind/bullying. • Create a presentation about how ones actions impact people in positive or negative ways. • Create a presentation about a person who demonstrates SHCPS Core Values to make a positive impact on others. |
| People's safety was put at risk | <ul style="list-style-type: none"> • Meet with a local / community safety officer. (police, fire, counselor) • Prepare lessons on safety and deliver them to a lower grade classroom. • Make posters on safety and put them up around the school. • Participate in coping skills / anger management lessons and share strategies with others. |
| A person was inconvenienced | <ul style="list-style-type: none"> • Offer to do chores/errands/jobs for the person/community/school. |



Steps to Self Control: The following procedure is utilized in the classroom for Level 1 infractions, so children regain their self-control in the shortest time possible and with minimal disruption to the learning environment. Behavior management plans or contracts may be developed for individual students and other logical consequences may be assigned by teachers or administrators. At no time may a staff member use threats, derogatory remarks, physical punishment or withholding of food as forms of discipline. In extreme situations, where a student may be physically out of control, a teacher may remove his/her class from the situation. Adults will not use physical restraint to escort a child and will resort to such restraint only in instances where the physical well being of a child or adult is threatened.

1. **All students begin each class on GREEN, representing a fresh start and a great day.**
2. A student is given a respectful reminder about appropriate behavior in the classroom.
3. If the behavior for which the student has already received a redirection continues, the student will change his / her color to **YELLOW** and a private work space may be assigned in the classroom where the student is unable to distract others but may still participate in the learning process.
4. If the behavior continues, the student will change his / her color to **RED** and will be escorted to a buddy teacher's classroom where a reflection and referral sheet will be located in folder by the private workspace in the buddy teacher's classroom. When the student is ready, he / she should fill out the reflection and referral sheet. The sheet should be returned to the sending teacher as a ticket back to class, and to serve as the foundation of a reentry meeting with the teacher and student. Upon students' reentry into the classroom, the sending teacher must process with the student and fill out their portion of the reflection and referral sheet. During the processing, the student becomes aware of how to earn his/her way back up the color chart. The white copy of the referral sheet must be sent home with the child, the pink sheet should be kept as a file by the referring teacher, and the yellow copy should be submitted to the Reflection and Recovery Monitor no later than the end of the day. The Reflection and Recovery Monitor, along with the Academy Director, will monitor time out data to determine when a FASST meeting is necessary. Should a student become disruptive in the buddy teacher's classroom or continue to misbehave upon return, an administrator will remove the student from class for a time-out until the end of the period or such time as the administrator determines that the student is ready to re-enter the classroom. In this case, parents will be notified that step four has been reached and further disciplinary action may be taken.
5. Students exhibiting repetitive behavior concerns will be referred to the FASST process and may require additional disciplinary action, up to and including a formal expulsion hearing.

Notes:

- The Academy Director will be called immediately for any behaviors requiring suspension or a disciplinary hearing: weapons, controlled substances, bullying, harassment, threats, or physical altercations.
- Because the color system is automated, parents, teachers and administrators can monitor student progress on an ongoing basis. Automatic emails and / or phone calls can be sent any time a student is placed on red. In addition, staff members can move students up the color system to recognize outstanding displays of the school's core values. Parents and administrators can receive automatic emails and / or phone calls to celebrate these moments as well.
- Students start each class on green in order to meet each teacher with a fresh start.

Restraint Policy: SHCPS adheres to the following policy, in accordance with CMR 64.00, M.G.L c.69, 1B and C, 71, 37G. The goal of the policy is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

Nothing in 603 CMR 46.00 shall be construed to limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Definitions:

Restraint: Limiting the physical freedom of an individual student by mechanical means or seclusion in a limited space or location, or temporarily controlling the behavior of a student by chemical means.

Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.

Physical restraint: The use of bodily force to limit a student's freedom of movement.

Mechanical Restraint: The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.

Seclusion Restraint: Physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

Chemical restraint: The administration of medication for the purpose of restraint.

Special Notes: The use of chemical, mechanical or seclusion restraints is prohibited at Seven Hills Charter Public School. **The Extended restraint:** A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.

Procedures and Training

Prior to implementing any restraint, the Steps to Self Control should be followed and a member of the Emergency Response Team (primarily the Academy Director, Guidance Director and School Psychologist) should be notified. All staff are trained, within the first month of each school year, in de-escalation and crisis intervention strategies as well as our restraint policy, procedures, reporting protocols and methods of receiving and investigating complaints regarding restraint practices. Staff members will also receive training in the types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used, administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student, and identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint. At the beginning of each school year, staff members are identified to be authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Seven Hills utilizes the *Crisis Prevention Intervention* training module to ensure identified school members receive guidance in appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; 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; instruction regarding documentation and reporting requirements and investigation of injuries and complaints; demonstration by participants of proficiency in administering physical restraint.

Determining When Physical Restraint May Be Used

Physical restraint may be used when non-physical interventions would not be effective and the student's behavior poses a threat of imminent, serious, physical harm to self and/or others. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. It may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Nothing in these regulations prohibits the right of any individual to report to appropriate authorities a crime committed by a student or other individual; law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or the exercise of an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A. These regulations shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

46.05: Proper Administration of Physical Restraint

Only school personnel who have received training pursuant to 603 CMR 46.03(2) or 603 CMR 46.03(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm. The safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5) shall be utilized. A person administering physical restraint shall discontinue such restraint as soon as possible. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, it shall be considered an "extended restraint" for purposes of the reporting requirements in 603 CMR 46.06. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. Following the release of a student from a restraint, the program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to

discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Reporting Requirements

Staff shall report the use of physical restraint as specified in 603 CMR 46.06(2) after administration of a physical restraint that results in any injury to a student or staff member, or any physical restraint of a duration longer than five minutes. The staff member who administered the restraint shall verbally inform the Head of School of the restraint as soon as possible, and by written report no later than the next school working day. After reviewing the report, it should be placed in the incident report binder housed in the business office.

Parent are informed of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. If the school or program customarily provides a parent or guardian of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent or guardian in that language.

The written report required by 603 CMR 46.06(2) and (3) shall include:

- (a) The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) For extended restraints, the written report shall describe the alternatives to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.
- (e) Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student.
- (f) Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

When a restraint has resulted in a serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the written report required by 603 CMR 46.06(4) to the Department of Education within five school working days of the administration of the restraint. The program shall also provide the Department with a copy of the record of physical restraints maintained by the program administrator pursuant to 603 CMR 46.06(2) for the thirty day period prior to the date of the reported restraint. The Department shall determine if additional action on the part of the public education program is warranted and, if so, shall notify the public education program of any required actions within thirty calendar days of receipt of the required written report(s).

Special Circumstances

Restraint administered to a student with a disability pursuant to an Individualized Education Plan ("IEP") or other written plan developed in accordance with state and federal law to which the public education program and the student's parent or guardian have agreed shall be deemed to meet the requirements of 603 CMR 46.00, except that the limitations on chemical, mechanical, and seclusion restraint set forth in 603 CMR 46.02(5), the training requirements set forth in 603 CMR 46.03, and the reporting requirements set forth in 603 CMR 46.06 shall apply.

CONFLICT RESOLUTION AT SEVEN HILLS: Conflict is a normal part of everyday life. It is important that parents and teachers model appropriate strategies for dealing with conflict. At Seven Hills, we teach students to use the following tools:

Peace Path: One school-wide resolution strategy is the Peace Path. Each classroom should have a posted Peace Path that guides students and adults through a communication and problem solving process.

Peer Mediation: Peer mediators are students who have been trained to the conflict resolution process at Seven Hills. Mediators bring the two at-odds parties (student – student, student – staff, or staff – staff) together to talk to one another, figure out what’s really going on, and come to some agreements about how they’ll get along in the future. Ask your homeroom teacher or the school counselor about peer mediation if you think it could help you.

Lock Boxes and Online Bully Alert Systems: Seven Hills is a Bully Free Zone. If you have a concern of any sort, you may drop a note in one of the school lock boxes or, put in an electronic Bully Alert on the school website, so the guidance and administrative teams can address the problem or provide direct support to you. All messages are strictly confidential.

Tips for Dealing with Bullying and Harassment: Bullying occurs when one or more students repeatedly act out against a targeted victim by teasing, making insulting comments, name-calling, threatening, spreading rumors, hitting, stealing, sending harassing e-mails, making hang-up calls, or destroying property belonging to the victim.

If you know a child who is the victim of bullying, harassment, [sexual harassment](#), or a hate crime you should consider doing the following:

- Immediately report all incidents of bullying to the child’s teacher, guidance counselor or behavior intervention specialist, even if you think that these individuals already know about the bullying.
- Listen to, support, and reassure the child, encouraging him/her to tell you, or an adult in school, when he/she does not feel safe.
- Never tell a child to fight back, beat up or hit the bully. Teach the child to be confident, respectful, and talk about ways to peacefully deal with the bully. While at school, all children are supervised by an adult. Tell the child to notify the closest adult about an incident as soon as it happens.
- Ask the guidance counselor for information about anti-bullying curricula or tools that can be used to educate students, staff and families about ways to deal with bullying related issues.

If the situation is not resolved, you may access District Attorney John J. Conte’s Community and School Project for free, student, parent, and teacher workshops on bullying prevention. For more information, visit www.worcesterda.com.

If a child appears to be in immediate danger, contact the Worcester Police Department at (508) 799-8600 or dial 911.

If necessary, you may apply for a private criminal complaint against a chronic bully who has committed a crime against a child. To do so, go to the Clerk’s Office at Worcester Juvenile Court, 225 Main Street, to fill out paperwork describing the acts of bullying against the child. A clerk’s hearing will be set up for you. For more information, contact the Juvenile Court at (508) 791-7109.

Due Process Notice: All students have the constitutional right (*Goss v. Lopez*) to receive due process including notice, in English and in the preferred home language, and the right to a hearing where required in matters of suspension, transfer and expulsion.

Due Process for a student who is subject to suspension for ten days of less:

1. oral or written notice of the charges against him / her
2. an explanation of the basis of the accusation
3. the opportunity to present his/her side of the story to an impartial decision-maker (who may be a school administrator)

Notice of the suspension and hearing will occur before a student is asked to leave the school, except when a student presents an immediate threat to school officials, other students, or him/herself, or clearly endangers the school environment. In this case, the hearing may be delayed, but will be held within a reasonable period of time.

Due Process for a student who has been charged with a violation warranting an expulsion or long term suspension:

1. The student shall be notified, in writing, of an opportunity for a hearing before the Academy Director
2. The student shall be given written notice of the charges
3. At the hearing before the Academy Director, the student has the right to be represented by counsel or an advocate. The student also has the right to present witnesses and to cross-examine witnesses.
4. Any student who has been expelled or issued a long-term suspension by the Academy Director may appeal to the Superintendent. The appeal must be filed within ten days of the expulsion or long term suspension. The student has a right to be represented by counsel or an advocate at the hearing before the Superintendent.

Due Process where the injury to another person or property or the effect of the student's conduct on the school community is so severe as to warrant more than a ten-day suspension, or where expulsion or long-term suspension by the Board of Trustees is a possible penalty:

1. The matter shall be referred to the Superintendent or designee within two school days of the initial suspension. The student shall be informed of the discipline referral by the school administrator.
2. No later than the expiration of the period of initial suspension, the Superintendent or designee shall schedule a full evidentiary hearing to determine whether:
 - a. The student's conduct warrants an extension of the suspension for a period not to exceed ten days
 - b. The student should return to school pending a referral to the Board of Trustees for further disciplinary action; or
 - c. If the Superintendent or designee finds that the student's presence in the school presents a danger to himself or others, the student's suspension should be extended for a period not to exceed ten days pending an exclusion or a long-term suspension hearing before the Board of Trustees

The student will be given written notice of the charges. At the hearing before the Superintendent or designee (all witnesses will be sworn), the student shall have the right to be represented by counsel or advocate of choice. The student shall have the right to present witnesses on his/her own behalf and to cross-examine witnesses. In advance of the hearing and upon request, the student shall have the right to obtain any documentary evidence which is to be presented before the Superintendent or designee. Following the hearing, the student or his/her designee shall be issued a copy of the decision containing the specific findings of fact.

If the Superintendent or designee refers the matter to the Board of Trustees, the student will be notified in writing of the date, time and place of the hearing. The Board hearing shall be limited to a review of the findings and conclusions of the Superintendent or designee's written decision and a consideration of the Superintendent's recommendations regarding adoption of the decision and imposing the proposed disciplinary action.

The student and/or his/her advocate shall be entitled to appear before the Board of Trustees and speak upon the student's behalf. No evidence shall be presented at this hearing unless the evidence was unknown or unavailable at the time of the evidentiary hearing before the Superintendent or designee. The Board of Trustees shall have the option to accept the findings and conclusions of the Superintendent or designee or it shall remand the matter back to the Superintendent or designee for further consideration. The Board of Trustees has the option to affirm, modify, or reject the Superintendent's recommendation regarding disciplinary action. The Board of Trustees shall provide its written decision within a reasonable period after the hearing.

Due Process for a student charged, convicted or adjudicated of committing a felony

In accordance with MGL Chapter 71 (37H ½), Head of Schools (Academy Directors) have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the Head of School (Academy Director) has determined that the student's continued presence would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

1. The student shall receive written notice before the suspension takes effect
2. The student shall be given an opportunity to respond to the charges before the suspension takes effect
3. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five calendar days following the suspension
4. The Superintendent must hold the appeal hearing within three calendar days of the request
5. At the appeal hearing, the student may be represented by an attorney. The student has the right to present oral or written testimony on his/ her behalf.
6. The Superintendent must render a decision within five calendar days.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

1. The student shall receive written notice before the expulsion or long term suspension takes place.
2. The student shall be given an opportunity to respond to the charges.
3. The student may appeal the expulsion or long-term suspension to the Superintendent, provided the appeal is requested in writing within five calendar days following the suspension.
4. The Superintendent must hold the appeal hearing within three calendar days of the request.

5. At the appeal hearing, the student may be represented by an attorney. The Superintendent must render a decision within five calendar days.

Special Education / 504 Discipline Procedures: Students with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of the school discipline code, except as otherwise provided by this section.

The Individual Education Plan (IEP) or 504 Plan for students needing modification of the discipline code will specify the modifications needed in the student's IEP or 504 plan. If a student's behavior is impacted by his or her special needs, such behaviors will be dealt with through the TEAM or 504 process.

If an administrative decision under the discipline code will impact the student's placement and/or will result in a cumulative suspension of over 10 days in a school year, a TEAM or 504 meeting is required before any administrative decision with respect to discipline is made.

Prior to making an administrative decision under the discipline code, an administrator will determine whether or not the student has been designated as a student with special needs or has been referred for a special education evaluation but not yet determined to have special needs.

A student who has not been determined to be eligible for special education or related services or 504 accommodations and who has engaged in behavior that violated any rule or code of conduct may assert any of the protections provided by state and federal special education laws if the school had knowledge that the student is a student with a disability before the behavior that precipitated the disciplinary action:

- The parent has expressed concern in writing to school personnel that the student is in need of special education services or 504 accommodations;
- The parent has requested an evaluation of the student or
- The student's teacher or other school personnel have expressed specific concerns about the behavior or performance of the student to the Student Support Manager, 504 Coordinator or special education staff.

If the school department is not deemed to have knowledge that the student is a student with a disability, the student may be disciplined under the discipline code except that the following limitations apply:

- If the parents/guardians of the student request an evaluation during the time period that the student is subjected to discipline, then the evaluation must be conducted in an expedited manner; and
- Until the evaluation is completed, the student remains in the educational placement determined by school authorities.

If an administrative decision under the discipline code will impact a student's placement and/or will result in a cumulative suspension of more than 10 days during the school year, and/or will result in an expulsion, the following provisions shall apply:

- A **manifestation review** will be conducted by the child's TEAM to determine whether the student's misconduct was a manifestation of his/her disability. In making this determination, the TEAM will consider whether the IEP was followed, whether behavioral interventions, strategies and supports were provided, and whether the disability had a direct relationship to the behavioral infraction(s). A functional behavioral assessment (FBA) must be conducted, if such an assessment does not already exist, and the student's behavioral intervention plan, if such a plan was not implemented prior to the behavior resulting in the discipline, must be implemented. If a plan was already being implemented, it may be reviewed and modified depending on the results of the manifestation determination, the proposed disciplinary action may or may not be implemented. If the TEAM finds that behavior was a direct result of the school's failure to implement the IEP, the school shall take immediate steps to remedy those deficiencies.
- If the TEAM concludes that the student's conduct had a direct and substantial relationship to the student's disability, the student shall not be disciplined, a functional behavioral assessment will be conducted and behavioral intervention plan constructed, or if one is already in place, the TEAM will review and modify it as necessary. The child will be returned to his/her original placement unless the TEAM agrees otherwise.
- If the TEAM concludes that the student's conduct is not a manifestation of the student's disability, then the school's standard disciplinary procedures will be applied; and the student will continue to receive educational services with access to the general education curriculum and progress towards IEP goals. If the student has a repeated pattern of change in placement beyond ten days, due to disciplinary action, then the TEAM must meet and re-write the IEP or 504 plan. The TEAM will present the alternative plan to the student's parents/guardians

along with the written notice as required by state and federal laws and regulations. Refusal or failure of the parents/guardians to consent to the provision of services under the alternative plan shall not prevent the suspension from being implemented.

- If the student's parents/guardians request a hearing before the Massachusetts Department of Education Bureau of Special Education Appeals, the student shall continue in the last agreed upon placement pending the hearing, unless another placement is agreed to by the parties or a court order permits the school to change the student's placement for up to forty five school days, based on a showing that the student's continued presence in school presents a substantial likelihood of injury to students or others. After an expedited hearing before the Massachusetts Department of Education Bureau of Special Education Appeals, the hearing officer may order a change in the placement of the student to an appropriate interim educational setting determined by the TEAM for not more than 45 days.
- In all instances when a change in placement or a suspension of 10 or more days will be imposed, the student must be provided with a free appropriate public education.

The TEAM may determine a change in placement, with or without the parents/guardians' permission to an interim educational setting for a period not to exceed 45 days, as long as a free appropriate public education is provided, and a functional behavior assessment and manifestation determination is conducted in any of the following instances:

- a student carries a weapon to school or to a school function
- a student possesses or sells illegal drugs and/or controlled substances while at school or at a school function
- a student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

No school shall suspend or exclude a student for more than 10 school days during any school year during the pendency of a Massachusetts Department of Education Bureau of Special Education Appeals process or judicial proceeding brought to challenge a suspension, proposed suspension, or any proposed disciplinary action, unless a court order has been obtained authorizing a temporary change in the student's educational placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or others.

Parents of students with a disability will be given written notice of procedural safeguards.

Note: For purposes of this document the word TEAM will be used interchangeably with special education teams and 504 teams.

Grievance Procedures for Staff, Students, and Parents/Guardians: Students and parents/guardians have a right to present a complaint regarding unfair treatment or a violation of due process. Staff, students, and parents/guardians have a responsibility to learn and follow procedures for filing complaints.

Level I - Informal Discussion: The staff member, student or parent/guardian should discuss the grievance with the person directly responsible for what he/she believes to be unfair treatment. The discussion should occur within five (5) school days of the time of the alleged unfair treatment. No grievance will be processed until after such informal discussion takes place.

Level II –Head of School: If the grievance has not been resolved at the informal level, the staff member, student or parent/guardian may submit a written complaint to the Head of School within five (5) school days of the Level I discussion. He/she will have five (5) school days after receipt of the complaint in which to hold a conference and give a written decision. The superintendent will be given copies of all such correspondences.

Level III – Superintendent: If the grievance has not been resolved at Level II, the staff member, student or parent/guardian may submit a written complaint to the Superintendent within five (5) school days of the Level II discussion. The Superintendent will have five (5) school days after receipt of the complaint in which to hold a conference and give a written decision.

Level IV - Chairperson of the Board of Trustees: If the grievance has not been resolved at Level III, the staff member, student or parent/guardian may, within five (5) school days after receipt of the Superintendent's decision, file a written complaint to the chairperson of the board of trustees who will convene a committee, composed of the a school administrator and two members of the board, to review the grievance. The committee will respond in writing within ten (10) school days after receipt of the complaint.

Note: Should the school fail to provide a response within the allotted time frames, the person filing the complaint may automatically proceed to the next level.

SHCPS Technology Acceptable Use Policy:

The Seven Hills Charter Public School (SHCPS) District shall provide access for employees and students to the system/network for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality research or self discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses. The purpose of this policy is to meet the demands of state and federal law and to provide guidelines for legal, moral and ethical use by our students and staff. Staff/Students should be aware that all rules of public record and confidentiality apply in the digital world.

Availability: Use of this Network is a **privilege**, not a right. The superintendent and/or technology administration shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the SHCPS District. Violations of law may result in criminal prosecution as well as disciplinary action by the SHCPS District.

Acceptable Use: The superintendent and/or technology administration shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the SHCPS District, as well as with law and policy governing copyright.

Monitored Use: Electronic mail transmissions, including all messages and information, sent or retrieved over the Internet, are the property of the SHCPS District and shall not be considered confidential. Copies of all information created, sent, or retrieved are stored on the District's back-up files. While the District does not plan to review cache files or back-up files on a regular basis, the District reserves the right to access and monitor all messages and files on the computer system as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources and conducting routine network maintenance. Where appropriate, communications, including text and images may be disclosed to law enforcement officials or other third parties without prior consent of the sender or receiver.

As a result all incoming and outgoing messages and attachments are subject to being accessed, reviewed, disclosed or monitored. This monitoring will be done at the sole discretion of the school's superintendent and/or the technology administration during ordinary course of business, at any time, with or without notice, notwithstanding any password.

Liability: The SHCPS District shall *not* be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, mistakes or negligence, or costs incurred by users. This may include such acts as downloading of pirated material. If any requests are made of SHCPS to provide information on users resulting from the above noted acts, this information will be provided. The SHCPS District shall *not* be responsible for ensuring the accuracy or usability of any information found on the system/network, nor be liable for any loss, or corruption of data resulting while using the Internet. Inclusive, Staff and Students *are responsible, and accountable* for financial damages that occur with *any* SHCPS technology equipment.

The system/network **MAY NOT** be used to:

-Create or disseminate any offensive or disruptive messages. (Including, but not limited to material which contains sexual implications, racial or ethnic slurs, or other comments that offensively address someone's age, sex, sexual orientation, religion, national origin, ancestry or disability, or to communicate improper messages or material that is defamatory, derogatory, obscene, or otherwise inappropriate.)

-Violate any law, regulation, or school policy. Staff/Student must not visit sexually explicit, offensive or otherwise inappropriate Web sites and must comply with all copyright laws. Staff must comply with the regulations stated in the school's Written Information Security Plan (WISP) in regard to protecting individuals' personal information. Users are strictly forbidden from "hacking" or from knowingly introducing electronic worms and/or viruses to the system.

-**Staff/Student** are expected to abide by the generally accepted rules of network etiquette that includes, but are not limited to, the following: Be polite, use appropriate, non-abusive language (The staff is cautioned about and students prohibited from revealing personal addresses, credit card numbers, or phone numbers)

-**For Students**, violations of any of the above guidelines may result in: The loss of access and/or additional disciplinary action as deemed appropriate governed by Administration. In order for a student to use the school's Internet connection, the student and parent must read these guidelines and both parties will sign the agreement and the student will return it to school. Receipt of these guidelines will be acknowledged in the student handbook. Parents who do not want their child to use the Internet during school hours must notify the school Head of School in writing.

Sanctions

1. **Violations of the above rules will result in a temporary or permanent ban on internet/computer use.**
2. **Your parents/caregivers will be informed.**
3. **Additional disciplinary action may be added in line with existing practice on inappropriate language or behavior.**
4. **When applicable, police or local authorities may be involved.**
5. **If necessary, external agencies such as Social Networking or Email Member sites may be contacted and informed.**

-**For Staff**, a violation of this policy may result in: Disciplinary action ranging from a verbal warning or suspension of system privileges up to discharge from employment. For both when applicable, law enforcement agencies may be involved.

Bullying/Cyberbullying

"Bullying", the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- (i) Causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) Places the victim in reasonable fear of harm to himself or of damage to his property;
- (iii) Creates a hostile environment at school for the victim;
- (iv) Infringes on the rights of the victim at school; or
- (v) Materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to:

Any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall *also* include

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

Cyber-bullying shall *also* include:

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

Cyber-bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorized publication of private information or images, and manipulation.

Cyber-bullying, is in all essence, bullying. ANY off site or on school property evidence of cyber-bullying will involve disciplinary action set forth by SHCPS District, Technology Department, and Law Enforcement if necessary. SHCPS Parents and students have the responsibility, and are accountable for being educated in these areas, and be fully aware of its warning signs of Cyber-bullying and its consequences.

** There shall be a special commission to consist of 7 members: 1 of whom shall be the attorney general or a designee who shall chair the commission; 1 of whom shall be a representative of the Massachusetts District Attorneys Association; 1 of whom shall be a representative of the Massachusetts Chiefs of Police Association; 1 of whom shall be a representative of the Massachusetts Sheriffs' Association; 1 of whom shall be a representative of the Massachusetts Association of School Committees; 1 of whom shall be a representative of the Massachusetts Association of School Superintendents; and 1 of whom shall be a representative of the Association of Independent Schools in New England who represents a Massachusetts school, for the purpose of making an investigation and study relative to bullying and cyber-bullying.*

The commission shall review the General Laws to determine if they need to be amended in order to address bullying and cyber-bullying; provided, further, that the commission shall also investigate parental responsibility and liability for bullying and cyber-bullying. The commission shall report to the general court the results of its investigation and study and its recommendations, if any, together with drafts of legislation necessary to carry out such recommendations, by filing the same with the clerks of the senate and the house of representatives who shall forward the same to the chairs of the joint committee on education, the chairs of the joint committee on the judiciary, and the chairs of the house and senate committees on ways and means on or before June 30, 2011.

Social Media Use: The term social media describes media that is posted by the user and can take many different forms. Some types of social media are forums, message boards, blogs, wikis and podcasts. Examples of Social media applications include Google, Facebook and YouTube.

The misuse of social media by any staff member at SHCPS **WILL NOT BE TOLERATED**, and will result in disciplinary action up to and including termination. SHCPS District will be in **complete** compliance with the laws applicable to the misuse of Social Media.

As an **employee of SHCPS**, you *will*, **AT ALL TIMES**:

- ✓ Refrain from disclosure of employer's confidential information
- ✓ Prohibit the use of company logos, or names, in blogs, or social media (e.g. no photos in company uniform, etc...no company details etc...)
- ✓ NOT access and use social media during working hours
- ✓ Bring **any** work-related complaints/concerns to the **HR/Business Department**
- ✓ NOT use SHCPS corporate email as a link to social media sites
- ✓ Restrict the posting of knowingly false information about another on social media
- ✓ Avoid discussing controversial topics online, remember, that anything online **IS** public
- ✓ When blogging, add a disclaimer that "the views expressed on the blog are **not** the views of our school"

- ✓ Using social media for professional recommendations is prohibited. *Only* personal recommendations may be used.
- ✓ Refrain from using social media to engage in personal relationships with current students

Seven Hills Charter Public School’s Bullying Prevention and Intervention Plan

Seven Hills created this plan in accordance with M.G.L. c. 71 § 370, in consultation with the Board of Trustees, state and local agencies, school personnel, advocacy organizations, and other interested parties. The plan parallels the Plan put forth by the Department of Elementary and Secondary Education and the *Behavioral Health and Public Schools Framework*.

I. LEADERSHIP

Leadership plays a critical role in all aspects of the positive growth and development of Seven Hills. Our leadership team collaborates with its teaching staff, support staff, board members, community members, parents, students, interns, volunteers, local law enforcement agencies, and contracts with other agencies and professionals to consult with, and get feedback from, on ways we can improve our policies.

- A. Public Involvement In Development of the Plan How has Seven Hills chosen to include students, parents, and collaterals in the development of this plan? Seven Hills has developed and implemented Guidance classes for the past four years to junior high students in grades 6 through 8. In these classes bullying, harassment, sexual harassment, relational aggression, civil rights, and conflict resolution, among other topics are covered by our Guidance Director. Seven Hills has determined a need for these classes to be taught as well in the earlier grades so, they are now being taught k-8 and are incorporating friendship skills, communication skills, coping skills, resiliency skills, assertiveness training, etc by our Health and Guidance Assistant. Students give their input to their Guidance teachers. Students in grades 5-8 were given relational aggression surveys and the data was compiled by our guidance intern. Parents are notified at our Parent Guild meeting and through the newsletter that they are invited to participate in the development of the plan. Seven Hills has consultation with Wellesley College, we incorporate their Open Circle Social Competency Program which also works on many of the above mentioned skills. We send all of our k-6 teachers to 4 full days of training to become certified in teaching the program. The consultant will be included in the development of the plan. The United Way of Central MA is working with us to reduce relational aggression in our school and sponsoring many year-long events, we are consulting with them on the development of the plan. Joanne Powell and Ellen Miller from the District Attorney’s office of educational outreach have been collaborating with us on educational programs for the students and parent educational evenings, as well as developing mock trials for the students, they each have access to this plan for review and input as well.
- B. Assessing the Needs and Resources Students have been surveyed this year in September, and will be surveyed at a minimum of twice yearly. The data will be compiled by guidance and support staff to determine “hot spots” and needs assessments will be done to determine what appropriate next steps should be to control climate and ensure safety for all students and staff. The team will focus on analyzing vulnerable populations of students or areas of concern and develop action plans including prevention strategies, including but not limited to, adult supervision, professional development, age appropriate curricula, and in-school support services. The plan should include timelines and leadership roles.
- C. Planning and Oversight The Leadership Team responsible for following this plan are as follows: 1) The Guidance Staff will be responsible for receiving all reports on bullying; 2) The Guidance Team and PBIS Team will be responsible for collecting and analyzing building and school wide data on bullying to assess the present problem and measure improved outcomes; 3) The Guidance Team, PBIS Team, and

Administrative Teams will be responsible for creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors; 4) The Guidance, PBIS, and Administrative Teams will be responsible for Professional Development that is required by the law; 5) The Guidance, Administrative, Special Education, PBIS, FASST, Teaching Staff, Parents, and Collaterals involved will all be responsible for planning supports that respond to the needs of targets and aggressors; 6) The Guidance Team, PBIS Team, and Administrative Team may choose the curricula used by the school, The teachers in collaboration with any of those teams may do so as well; 7) The Guidance, Administrative, and Technology Teams will be charged with developing new and revising any internet safety policies in accordance with the law and designating key staff to take charge in implementing them; 8) the Administrative, HR, Guidance, and PBIS Teams amend the Staff and Student Handbook and Code of Conduct; 9) The entire school community leads the effort in engaging parents, from the office staff, to the facilities department, our facilities manager is the director of our parent guild!; 10) The Guidance Director will be charged with reviewing and updating the plan each year or more frequently if necessary.

- D. Priority Statement. Seven Hills is committed to ensuring all of our students come to school every day ready to learn. We expect that all students treat each other with dignity and respect. Every person should be valued for their differences and has the right to come through these doors and feel safe and comfortable . We will not tolerate a violation of anyone’s rights, bullying, harassment, or retaliation against anyone who reports any wrongdoing.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual Staff Training on the Plan The Guidance Director and Superintendent will provide professional development to all staff including; teachers, administrators, counselors, nurses, facilities staff, special educators, cafeteria workers, paraprofessionals, bus drivers, substitutes, coaches, and any other staff working with students on the plan. PD will take place at the beginning of the school year before the students come to school, and again during the school year as determined by the admin, guidance and PBIS teams when needs assessments are done and hot spots are determined, action plans are completed, new curricula is introduced, new staff are hired, etc.
- B. Ongoing Professional Development Seven Hills staff will continue to be trained in Open Circle’s social competency program and implement it as a morning meeting at least 2-3 times per week in all Kindergarten through grade 6 classrooms. Open Circle lessons focus on development of the following skills: problem solving, resiliency, empathy, leadership, cooperation, managing feelings, self control, teambuilding, communication, active listening, dealing with annoying behaviors, bullying, and more. Seven Hills has a staff member who is a trained Open Circle Coach that is on-sight to support staff and students with social issues as they arise. Seven Hills has contacted the Peers Making Peace Peer Mediation Program. We have one staff member who is a trained facilitator, however, almost all of our mediators have graduated. We are in need of at least one more trainer to adequately recruit, interview and train at least 20 new mediators from grades 3 through 8 to be able to adequately meet the needs of a fully functional Peer Mediation Program. We plan to train another staff to become a Peer Mediation Facilitator and at least 20 students as new Peer Mediators this year. Mediators are referred by students, staff and through self-referral. They are interviewed by Pax-United’s Peers Making Peace’s program trained facilitators and are chosen based on scores they receive on their answers. Staff are encouraged to refer students to the program that have strong communication skills. Seven Hills provides professional development in School Wide Positive Behavior Supports. All staff receive periodic in-services in regards to evidence based practices that support proactive strategies for defining, teaching, and

supporting appropriate student behaviors to create a positive school environment. “Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.”

(www.pbis.org). Seven Hills also collaborates with a number of professionals and coordinates best practices in regards to professional development in order to create a safe climate, civil communications, and respecting differences. Some examples of this are: Krista Piazza and Sarah Moore, Crisis Prevention Intervention; Jeanine Fitzgerald, presentation topics: Fostering Resiliency in Children (for Parents and Staff) and Different Children, Different Needs (for staff); Becky DeSmith, Classroom Management, Brain Based Learning, Differentiated Instruction, and Student Motivation; Jessica Fede, Differentiated Instruction; Bill Trainque Presentation topic: Processing Techniques with Students (for staff); National Speaker and Author Kaye Randall, Presentation Topic: Relational Aggression (Parents and Students); Ellen Miller and Joanne Powell from The District Attorney’s Educational Outreach Office, Presentation Topic: Cyberbullying (to parents and students); John Halligan, father of Ryan Patrick Halligan is coming to speak to students, staff, and parents about his son’s suicide after being cyberbullied; and Seven Hills will continue it’s commitment to developing programs and workshops for it’s entire community.

- C. Written Notice to Staff. Staff will be apprised of the plan each year in the handbook and on the school website. They will be required to sign off that they have read and understood it and will implement the plan in it’s entirety.

III. ACCESS TO RESOURCES AND SERVICES

- A. Identifying Resources. **Consistency** is the most important ingredient for a productive school climate. When all members of the school community share a common belief system, model and acknowledge positive behaviors and interactions, and enforce the rules fairly and consistently, students can focus on learning in a safe and comfortable environment. **Please review the *SHCPS Code of Behavior and Respect and help us to achieve the SHCPS mission of preparing a diverse cross-section of Worcester children for success as students, workers and citizens.*** Seven Hills believes in a three pronged approach to developing and maintaining a safe and productive learning environment. **First**, we are committed to proactively teaching our school wide expectations and giving students, staff and families the tools and strategies they need to work and learn together. **Second**, we are committed to stopping inappropriate or unproductive behaviors from occurring. The menu of consequences was designed to provide guidance for immediate actions to be taken when infractions occur. Please understand that Seven Hills has a progressive discipline system. Repeated infractions result into higher levels of consequence. **Third**, we are committed to changing patterns of behaviors. The Apologies of Action listed in our code of behavior and respect provides examples of ways to turn “mistakes” or “errors in judgment” into learning experiences. In addition, the Family and Student Support Team (FASST) will be convened to brainstorm interventions to support struggling students. This is mandatory for any students receiving three or more suspensions. Changing Patterns of Behavior: The Positive Behavior Intervention Support (PBIS) Team meets regularly to review school and student discipline data in order to develop preventive and responsive programming

and to plan positive incentive programs to recognize students who follow the code of conduct and display our core values. In addition, team members are on call to conduct student or classroom observations and to help develop behavior intervention plans.

- B. Counseling and Other Services. Seven Hills has within it's capacity to develop service plans for students of all abilities by utilizing the resources available within the school. Our staff is comprised of Certified Special Educators, Certified ESL teachers, a Certified Guidance Counselor, A Guidance Assistant, a Social Worker, a Licensed Psychologist, a Licensed Mental Health Clinician, and Behavior Specialists, all pooling their knowledge and resources to ensure that each child is instructed to their ability level. Students are offered groups in resiliency skills, anger management, social skills, adaptive skills, coping skills, and so on. Students are worked with in group settings and individually. In students requiring more intense supports, observations are conducted, Functional Behavioral Assessments are conducted and Behavioral Intervention Plans are implemented and progress monitored.
- C. Students with Disabilities. As required by M.G.L. c. 71B§3, as amended by Chapter 92 of the acts of 2010, when the IEP determines the student has a disability that affects social skills development, or the student may participate in, or be subject to bullying/harassment/teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to the bullying/harassment/teasing.
- D. Referral to Outside Services. This is a non-exhaustive list of outside services that provides counseling to students and families, should families wish to seek therapeutic aid.
- E. **Local Support Agencies:**
- Community Healthlink: Various locations 508-791-3261
Provides individual and family based counseling, Intensive Care Coordination wrap around services, Youth Mobile Crisis Intervention: for triage call: 866-549-2142, homeless outreach and advocacy, etc.
 - Massachusetts Society for the Prevention of Cruelty to Children:
335 Chandler St, Worcester 508-753-2967
Provides counseling services, connects families with community resources, early intervention, family stabilization, support groups, will do home visits
 - You Inc. 81 Plantation St. Worcester, Ma (508) 849-5600
Provides counseling and assessment services
 - Children's Friend 20 Cedar St. Worcester (508) 753-5425
Provides individual and family counseling services
 - The Multicultural Counseling Collaborative: 340 Main St. Worcester (508) 752-4665
Culturally centered counseling, adolescent issues, individual and family therapy
 - Rape Crisis Center: 799 W. Boylston St. (508) 852-7600
Crisis intervention, support groups, 1:1 counseling, advocacy, professional and school based education, hotline help, adult and teen survivors support
 - Valley Psychiatric Services: 340 Main St. 508-753-2900
Out patient and home based counseling, med evals, testing, they have clinicians that speak many languages
 - PAL Worcester Chapter (Parent/Professional Advocacy League)
Support/Information for families who have children with mental health concerns and special needs. (508) 767-9PAL (9725)
 - Southeast Asian Coalition of Central Mass (508) 791-4373
Educational and multi-service center for Asian families
Southeast Asian Center of Worcester, 875 Main Street, Worcester, MA 01610
 - Worcester Community Connections at Worcester Community Action Council
Parent-to-parent support and help for families with everyday educational needs. Bringing parents and agency providers together to support children
484 Main Street, 2nd floor, Worcester, MA 01608 Contact: (508)754-1176

- The Latino Education Institute: Home of the Worcester Working Coalition for Latino Students
Educational services for Latino students and their families
Worcester State College, 486 Chandler Street, Worcester, MA 01602 (508) 798-6508

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches. Bullying Prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- 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 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;
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference;
- Students will understand the portion of the Bullying Prevention and Intervention Plan that pertains to them, and gain a firm grasp of the new Anti-bullying Law and why it was put into place.

B. General Teaching Approaches that Support Bullying Prevention Efforts The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all people including those with disabilities, lesbian, gay, bisexual, transgender, homeless, and minorities;
- 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 the students' interest and participation in non-academic and extracurricular activities in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting Bullying or Retaliation. Reporting bullying or retaliation may be oral or written. All staff are responsible for reporting any instances of bullying or retaliation to the Head of School, Academy Director, or Guidance Director, and once it is reported a written report must be recorded. Parents may make a written or oral report, once an oral report is made a written report must be recorded as well. Reports made anonymously must be documented by the Head of School or Guidance Director. The school will make a variety of reporting resources available to the school community including, but not

limited to, an incident reporting form¹, a voice mailbox, a dedicated mailing address, and an e-mail address.

The use of an incident report form is not required as a condition of making a report. The school will 1) include a copy of the form in the beginning of the year packet for students and families, 2) make them available at the front office, guidance office, nurses office, and behavior office, and 3) post them on the school website. The incident reporting form will be made available in English and Spanish.

At the beginning of the school year, the school will provide the entire school community, including administrators, staff, students, and families, with written notice of it's policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Head of School, Academy Director, and Guidance Director will be available in the handbook, on the school website, and made available to families.

1. **Reporting By Staff:** A Staff member will report directly to the Head of School, Academy Director, or Guidance Director when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Head of School, AD, or GD does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.
2. **Reporting by Students, Families, Others:** The school expects that students, families and others who witness or become aware of bullying incidents or retaliation, report it immediately. Reports may be anonymous, but no disciplinary action will be taken against an aggressor solely based on an anonymous report. Students, families and others may request assistance from a staff member to complete a written report. Students will be provided with practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, Head of School, Academy Director, or Guidance staff.

B. Responding to an Incident of Bullying or Retaliation.

1. **Safety:** Before fully investigating the allegations of bullying or retaliation, the Head of School, Academy Director, or Guidance Director will take steps to assess the need to restore a sense of safety to the alleged target and/or protect the alleged target from further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and the aggressor in the classroom or on the bus; identifying a “check-in person” for the target, altering the schedule for the target or the aggressor to limit access to each other. The Head of School, Academy Director, or Guidance Director may take additional steps as necessary to promote safety during the course of, and after the investigation, as necessary.

The Head of School, AD, or GD will implement appropriate strategies for protecting a student from retaliation who has reported or witnessed bullying or retaliation, and provides information during an investigation of bullying or retaliation. The Guidance Director will work with the student to keep all personal information confidential. They will check back in with the Guidance Director in a timely manner to be sure no retaliation for reporting has taken place. The Guidance Director will alert Academy Director who will check in periodically to each class and be sure student is feeling safe.

2. **Obligation to Notify Others**

- a. Notice to Parents or Guardians. Upon determining that bullying or retaliation has occurred, the Head of School, AD, or GD will promptly notify families of the target and aggressor, and the procedures taken for responding to it. There may be circumstances in which school staff notify families prior to an investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Head of School, AD or GD first informed of the incident will promptly notify by telephone the Head of School or designee of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if staff have reason to believe that criminal charges may be pursued against the aggressor, an administrator will notify local law enforcement. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the Worcester Police Department. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, staff shall notify local law enforcement if he/she has reason to believe that criminal charges may be pursued against the aggressor.

In making the determination, the administration will, consistent with the Plan and with applicable school or district policies and procedures, consult with appropriate support staff before making the report.

- C. Investigation. The Head of School, Academy Director, or Guidance Director will promptly investigate all claims of bullying or retaliation, and in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Head of School, AD, or GD will interview students, staff, witnesses, parents or guardians as necessary, and any others as they deem appropriate. Whomever is conducting the investigation will remind the students involved that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Head of School, AD, GD or their designees and shall be done in consultation with each other. To the extent possible and practical, and given their obligation to investigate, address and report the matter, the staff investigating should do their best to maintain confidentiality during the investigative process. A designee should retain all written records of the investigation in one central location.

Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigations. If necessary, The designee will consult with legal counsel about the investigation.

- D. Determinations. The Head of School, Academy Director, or Guidance Director will make a determination based upon all of the facts and circumstances. If after an investigation, bullying and or retaliation is substantiated, the designee will take steps reasonable calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefitting from school activities. The designee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and or/disciplinary action is necessary.

Depending on the circumstances, the designee may choose to consult with the child's teacher(s), counselors, and the target's or aggressor's family 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 skill development. The designee will promptly notify the family of the target and the aggressor about the results of the investigation and if bullying or retaliation is found, what actions are being taken to prevent further acts of bullying and retaliation. All notice to parents must comply with state and federal privacy laws and regulations. Because of the legal requirements regarding confidentiality of student records, the designee cannot report specific information to the targets family regarding any disciplinary action taken on the aggressor, unless there is an order to stay away from the target and they have been given a directive that the target must report to their family and staff if the aggressor repeats any violations or retaliates in any way.

E. Responses to Bullying. Upon the determination that bullying or retaliation has occurred, the law requires that schools use a range of responses that balance the need for responsibility with the need to teach appropriate behavior M.G.L. c. 71 § 370 (d) (v).

1. Teaching Appropriate Behavior Through Skills-building: The school will offer a range of skills building approaches that may include but are not limited to;
 - Offering individualized skill building sessions based on the school's anti-bullying curricula;
 - Providing relevant educational activities for individual students or groups of students in consultation with support staff;
 - Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
 - Meeting with families to engage support and reinforce skills building activities at home;
 - Behavioral support planning including a focus on developing specific social skills; and
 - When necessary making a referral for evaluation.
2. Taking Disciplinary Action: If the designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on the facts found by the designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's Code of Behavior and Respect.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be utilized in cooperation with state laws regarding student discipline. If the designee determines that a student knowingly made a false report of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others: The designee will consider what adjustments, if any are needed in the school environment to enhance the target, and others', sense of safety. This may include increased staff presence during transitions, escorts, monitored transitions, etc. In locations that bullying has been reported, or is likely to occur.

Within a reasonable amount of time after the determination of bullying or retaliation has been made and the disciplinary action has been implemented, the designee will check in with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

- A. Parent Education and Resources. The school will offer families educational programs focused on the parental components the anti-bullying curricula and any social competency curricula used by the school. The school will also offer parental workshops on the Anti-bullying law and what it means for their children, them and our school. The programs will be offered in collaboration with the Parent Guild, SEPAC, and SAC.
- B. Notification and Requirements. Each year the school will inform families of enrolled students about the anti-bullying curricula being used, the Plan, and how they are being instructed. This notice will include information on the dynamics of bullying, including cyberbullying and online safety. The school will send parents a written notice each year about student-related sections of the Plan and the schools acceptable use policy regarding internet safety. All information sent to families will be made available to families in the language(s) most prevalent and will be provided electronically and in print. The school will have the Plan posted all year on it's website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement is incorporated directly from M.G.L. c. 71, § 370 (b) and describes the law's requirements for schools' enforcement of this law.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) 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, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or 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 target or witnesses, infringe on their rights at school, or materially and substantially disrupt the educational process or orderly operation of the 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.

VIII. DEFINITIONS

Most of the following terms are from M.G.L. c. 71, § 370, some definitions may have had more specific language added for clarification, however, their meaning or scope has not been altered. These definitions have all been approved by administrative personnel and the Seven Hills Board of Trustees (pending 2010)

Aggressor: person who engages in bullying, cyberbullying, relational aggression, civil rights violation, harassment, or retaliation.

Bullying: As defined by M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a target that:

- (i) Causes emotional or physical harm to the target or damages the target's property;
- (ii) Places the target in reasonable fear of harm to himself/herself or of damage to his or her property

- (iii) Creates a hostile environment at school for the target;
- (iv) Infringes on the rights of the target at school; or
- (v) Materially and substantially disrupts the education process or the orderly operation of a school.

Civil Rights Violations: involve any acts directed at a target that cause emotional or physical harm, due to a person's protected category under constitutional or statutory rights (actual or perceived race, skin color, religion, ethnicity, age, disability, gender, gender identity, or sexual orientation). Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and [sexual harassment](#) and bias crimes, so the term is applied generically to any civil or criminal law infractions.

Cyberbullying: As defined by M.G.L. c. 71, § 370, is bullying through the use of technology or any electronic communication, which shall include, but not 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. Cyberbullying shall also include:

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

Cyberbullying shall also include the distribution by any 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 in clauses (i) to (v) listed in the above definition of bullying.

Harassment: consists of unwelcome verbal, written or physical conduct targeting specific person(s) which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

Hostile Environment: As defined by M.G.L. c. 71, § 370, a hostile environment is created when 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.

Local Law Enforcement: Local Police Department

Relational Aggression: is a form of emotional bullying in which students use social relationships to harm each other. Including, but not limited to, the telling of rumors, secrets, lies, gossip, taunting, exclusion, physical gestures (ie: staring, eye rolling, whispers, loud sighing) and socially isolating a student from their peer group students can create a hostile environment for their peers.

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.

Target: is a student against whom bullying, cyberbullying, or retaliation is perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation (civil rights). Nothing in the Plan prevents the school from taking action to remediate discrimination or harassment based on a student's membership in a legally protected category under local, state or federal law, or school policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action under M.G.L. c. 71, §37H or 37H ½, or other applicable laws or school addresses the behavior.

APPEAL AND DUE PROCESS *See SHCPS Code of Behavior and Respect*

Statement of Civil Rights: The Seven Hills Charter Public School is committed to increasing the awareness of all of those civil rights granted to us by law.

- Title I of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.
- Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming.
- Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex.
- Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation and denial of benefits based on race, color, or national origin.
- Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.
- MGL, Ch. 76, Section 5 of the Massachusetts General Laws, Chapter 76, Section 5: Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.
- Age Discrimination Act of 1975, 42 U.S.C 6101: Prohibits discrimination on the basis of age in any program or activity receiving federal financial assistance.
- Boy Scouts of America Equal Access Act of 2001, 20 U.S.C 7905: Requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools. This law applies to any public school that has a designated open forum or limited public forum and that receives funds made available through the Department of Education.

As an educational institution, the Seven Hills Charter Public School is committed to creating and maintaining a school that prevents discrimination of all types at the same time as it ensures the health and safety of all who work and learn there. Please take time to review this material in depth.

Seven Hills Charter Public School's Appointed Coordinators
Title VI, IX: Guidance Director, Lisa Dirsra 508-799-7500
Section 504: Student Support Manager, Sherry Trainque 508-799-7500
51 Gage Street Worcester, MA 01605

Non-Discrimination Notice and Civil Rights and Safety Information for School Personnel, Parents, and Students

It is the role of the Seven Hills Charter Public School to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

The School will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

Commitment to Prevention

Seven Hills is committed to prevention, recommendation, and accurate reporting of bias incidents and civil rights violations, so that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school engages in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

Zero Tolerance for Known Civil Rights Violations: Required Reporting and Intervention to Stop Harassment

School employees must intervene in on-going civil rights violations and episodes of wrongful harassment whenever witnessed or reported, to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the school civil rights administrator. Designated administrators must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.

The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to have occurred. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.

Effective and, if need be, escalating measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement, and legal remedies pursued as necessary to protect civil rights.

Designation of Civil Rights Administrators

The Superintendent will act as or designate an administrator who will respond to matters of civil rights that arise in the school setting. The administrator will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The designee will also serve as a trainer and take responsibility for upholding school civil rights and safety policies. The designee will also serve as a liaison with law enforcement agencies, and assist the superintendent in making referrals of possible criminal matters to law enforcement.

Identification of Prohibited Conduct Definitions:

Bias Incident means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.

Bias Indicators are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.

Bias Motives recognized by Massachusetts law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender, and sexual orientation.

Civil Rights Violations involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.

Discrimination consists of actions taken against another(s), which treat them unequally because of race, religion, national origin, disability, sexual orientation, or gender bias.

Harassment consists of unwelcome verbal, written or physical conduct targeting specific person(s) which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

Bias-Related Harassment will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group;

Sexual Harassment covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.

Hate Crimes include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers and bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

Hostile Environment exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.

Stalking, a felony, consists of intentional conduct involving 1) or more acts directed at specific person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

Common Bias Indicators

- I. Bias-related oral comments or epithets
- II. Bias-related markings, drawings, or graffiti
- III. Use of bias-related symbols
- IV. No clear economic motive for an assault and battery
- V. Crime involving disproportionate cruelty or brutality
- VI. Offender history of crimes with similar m/o and victims of the same group

See G.L. 22C, Sec. 33; 501 CMR 4.04(1)(the Hate Crimes Reporting Act, Classification Criteria.)

a) Examples of Civil Rights Violations and Bias Incidents

- I. Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (racial and color harassment.)
- II. Unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti. (religious harassment)
- III. Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (national origin harassment).
- IV. Conduct directed at the characteristics of a person's sexual orientation-actual, perceived, or asserted-such as negative name calling and imitating mannerisms (sexual orientation harassment.)
- V. Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment.)
- VI. Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault.)
- VII. Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking.)
- VIII. Painting swastikas on walls or other public or private property (crime of vandalism.)
- IX. Hitting someone because of their actual or perceived group status (crime of battery.)

b) Examples of Civil Rights Violations and Bias Incidents

This information applies to bias crimes, civil rights violations, bias incidents, and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the school or educational climate.

Procedures for Responding to and Investigating Incidents

Whenever a staff person witnesses, or some third party reports, a possible civil rights violation, the designee must be notified. In conjunction with school safety personnel and the Superintendent's office an investigation should immediately begin. In an emergency, 911 must be called.

A student coming forward to report a civil rights violation s/he has experienced should be directed to the designee after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.

The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, the interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.

All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether a civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied at Section 6.

Consequences for Civil Rights Violations and Failures to Act as Required

Non-disciplinary Corrective Actions

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of Head of Schools and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as a composition on a civil rights-related subject.

Disciplinary Proceedings

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

Failure to Act by Administrators and Teachers

Upon completion of information dissemination, administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done; and report occurrences to the civil rights administrators and sometimes the police. A clear failure to act this policy would direct should in the first instance entail that the individual undergo further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this information, the Seven Hills Charter Public School will deal seriously with any and all threats or acts or retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. If conduct amounts to stalking, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken, to the extent administrators have discretion to act.

Documentation Requirements

Record Keeping:

The designated civil rights administrators will be responsible for keeping records of all civil rights violations and hate crimes reported for the school. These records shall be grouped according to school year and grade. In addition to recording the particulars of the incident itself, the system should record the actions taken in response and the results of the investigation and intervention. The civil rights administrator shall keep this information gathered at a central place such as a school civil rights office.

Monitoring and Tracking to Identify Patterns:

Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders, and problem locations. Responsive action should be tailored based on the pattern information that records reveal.

Dissemination of Information and Training

This information shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members. This information shall appear in the faculty and student handbook. Seven Hills Charter Public School will provide instruction in the provisions of this information to teachers, other employees and students. This information shall be reviewed at least annually for compliance with state and federal law.

Additional Information: Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal, financial assistance. In order to fulfill obligations under Section 504, the Seven Hills Charter Public School has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The Seven Hills Charter Public School has the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of Seven Hills, s/he has the right to a hearing with an impartial officer.

The Family Educational Rights and Privacy Act (FERPA) also specify rights related to educational records. This Act gives the parents or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the school refuses to make the amendment.

Please contact our Student Support Manager at 508-799-7500, 51 Gage St. Worcester, MA 01605 for additional information.

Additional Information: Notice of Non-Discrimination

The Seven Hills Charter Public School is committed to compliance with the Americans with Disabilities Act (ADA). The Seven Hills intends to ensure that individuals with disabilities whether they are employed, apply for a position, or visit facilities within the schools are treated fairly and given an equal opportunity to access facilities, programs, activities, and employment.

It is unlawful to discriminate on the basis of disability against a qualified individual with a disability in regard to:

- recruitment, advertising, job application, and employment procedures
- hiring, upgrading, promotion, demotion, transfer, layoff, termination, right of return from lay-off and re-hiring
- rates of pay or any other form of compensation and changes in compensation;
- job assignments, job classifications, organizational structures, position descriptions, lines of progression and seniority lists
- leaves of absence, sick leave, or any other leave
- fringe benefits available by virtue of employment, whether or not administered by the covered entity
- selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities and selection for leaves of absence to pursue training
- activities sponsored by a covered entity including social and recreational programs and
- any other term, condition, or privilege of employment

The Seven Hills Charter Public School will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, methods of administration, or tests that discriminate against individuals with disabilities, avoid not making reasonable accommodations to an otherwise qualified individual with a disability.

The ADA requires that the Seven Hills focus on the ability not the disability of the individual. The Seven Hills Charter Public School will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

The Seven Hills Charter Public School is committed to meeting the intent and spirit of ADA. All employees are urged to help meet this goal. If anyone believes that the Seven Hills Charter Public School has discriminated against him/her or someone else on the basis of disability, or if anyone has questions or concerns about the school systems responsibilities in this regard, please contact the Section 504/ADA Coordinator through the superintendent's office.

Appendices to Policy

Responsibilities of School Personnel and Students in Relation to Witnesses or Reported Bias Incidents

All Personnel and Students

- Report bias incidents and civil rights violations to school civil rights administrators.
- Be familiar with basic facts about hate and hate crimes, so as to be able to identify bias incidents and have an understanding of the dynamics.
- Challenge biased attitudes and behavior whenever encountered in school and outside.
- Report hate crimes to police, and summon help in an emergency.
- Uphold school civil rights and safety policies and remain vigilant and alert for violations.
- Take responsibility so as to make a difference in stopping hate, finding and creating individual and group opportunities for action and involvement.

Teachers Only

- Set guidelines for classroom behavior to avoid hurt feelings and promote respect
- Respond to and challenge insensitive behaviors like name-calling and exclusion of children who are different
- Instruct against hate and prejudice, where this message is apropos to classroom subjects and lessons
- Look for and help implement proactive programs and strategies to promote tolerance and stop hate conduct

School Staff Specifically

- Challenge and try to stop bias incidents when witnessed or encountered in progress, if a safe opportunity is presented

Civil Rights Designees Specifically

- Be available to receive reports of civil rights violations from students, faculty, and other administrators
- Respond promptly to a report of a civil rights violation by intervening if possible, ensuring that students are safe and free from harassment, and by starting an investigation and quickly ascertaining the facts
- Put a stop to ongoing harassment immediately and effectively, and refer victims to support services and resources available in the area
- Take remedial, corrective, and disciplinary action as the circumstances established by the investigation, school policies, and the Code of Conduct warrant
- Take steps to avert retaliation against students who report civil rights violations, and act immediately to ensure student safety and freedom from harassment
- Communicate and coordinate efforts with police on a regular, ongoing basis, and develop a working partnership with police officers assigned to schools and civil rights issues
- Undergo specialized training to maintain knowledge of hate crimes and civil rights issues as they affect schools
- Coordinate school prevention programming and activities, drawing on available resources and tools

Federal and Massachusetts Laws bearing on harassment and bias crimes in school settings

- Title VI. 42 U.S.C. Sec. 2000 et seq. (prohibition of discrimination based on race, color, or national origin)
- Title IX. 20 U.S.C. Sec. 163 et seq. (prohibition of discrimination based on sex or gender)
- Title II of the Americans with Disabilities Act, 42 U.S.C. Sec. 12134 (prohibition of discrimination based on disability)
- G.L. C. 71, Sec. 37H (student handbooks required to state disciplinary measures applicable to –violations of other students’ civil rights”)
- G.L. C. 76, Sec. 5 (prohibition of discrimination “on account of race, color, sex, religion, national origin or sexual orientations”, in access to “advantages, privileges and courses of study of (local) public school”)
- G.L. C. ISIC (Fair Education Practices Act, includes prohibition of sexual harassment)
- G.L. C. 214, Sec. 1B (right of privacy)
- G. L. C. 12, Sec. 1C (right of freedom from sexual harassment)

- G.L. C. 12. Sec. 1111 and 11 (prohibition of threats, intimidation, or coercion interfering with someone's legal rights)
- G. L. C. 265, Sec. 37 (criminal penalties for the use of force or threats to interfere with someone's legal rights)
- G.L. C. 265, Sec. 39 (increasing penalties for assaults, batteries, and property damage motivated by bias on grounds of race, religion, ethnicity, disability, and sexual orientation)
- G.L. C. 266, Sec. 127A (criminal penalties for vandalism of school)

EMERGENCY RESPONSE: Seven Hills Charter Public School recognizes the importance of preventing and responding to any crisis. The Crisis Management Plan ensures that the response to a crisis is thorough and consistent and that school routine is disrupted as little as possible. The school administration has taken every effort to properly train teachers, staff, and students on how to respond to a crisis situation.

We have arranged to have Our Lady of Mount Carmel on Mulberry Street as our official emergency gathering place if a moment of crisis arises that forces us out of the building. We have also forged relationships with the Worcester Police Department and the Worcester Fire Department. In the event of a crisis, administration will make every effort to give parents information as soon as it's readily available.

SHCPS has an emergency response team (ERT) designed to address issues of potential danger. Each year, ERT representatives provide full staff trainings in school procedures and provide each staff member with an ERT flipchart to utilize as a quick reference in the case of an emergency. ERT members are also provided a checklist for protocols and individual responsibilities for specific situations. Following any ERT event, the team will determine methods for disseminating honest, clear information to students, staff and families to inform them of the event and to reassure them that they are safe. The guidance counselor and school psychologist are among the team members responsible for helping others cope with potential moments of crisis.

Seven Hills conducts emergency evacuation drills at least once per month. All staff members and students are trained in safe evacuation procedures. All students, staff and visitors must leave the building any time an alarm sounds. Teachers should take class lists with them so that they can take attendance immediately upon exiting the building. They should raise a hand if they are missing a student or have an extra student so the office staff can assist them. Please be aware that students with disabilities, who are unable to exit the building according to the standardized plan, have individual protocols and an assigned staff liaison responsible for carrying out that plan.

Seven Hills is a secure environment. Building security is assured by several safety measures. A video camera system operates throughout the building and on the outside of the building on Eastern Avenue and Gage Street. Funds and valuable records are kept in a safe place and under lock and key. The building is kept locked during the school day. All staff members must use a key card to enter and visitors must be buzzed in (no student or staff member may open the door for a guest at any time), report to the main office upon arrival to sign in and receive a visitor badge. **If you see a parent or guest moving about the building without a badge, please redirect the person to the office or call the Academy Director.**

Security should mean not only maintenance of a secure (locked) building, but also protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. Seven Hills benefits from close, cooperative relationships with fire and law enforcement departments and with insurance company inspectors. Due to fire codes, all classroom doors must be kept closed at all times. If you see a door propped open, close it immediately.

Seven Hills is committed to providing the proper attention to the safety of pupils, including adequate supervision of students on school property during the normal school day, during their participation in school sponsored extracurricular activities on school grounds, and at school functions scheduled away from school property. Special attention is given to the prevention of accidents and to the development of habits of good citizenship. Students are taught safe practices for classrooms, hallways, bathrooms and buses. Additional safety instruction is provided in subject areas such as Physical Education, Health, Science, Advisory and as part of extracurricular activities. Students may never be left unattended in a classroom or on the playground.

Our transportation liaison communicates regularly with city officials, police and busing departments to develop and enforce traffic plans designed to emphasize student safety. Seven Hills recognizes that it is the parents' responsibility to supervise students on their way to and from school with the exception of students who ride to school on district provided transportation. Students riding to school on district provided transportation will be subject to the rules and regulations developed for their safety.

Massachusetts General Laws Chapter 119, Section 51A and B requires all Seven Hills employees to report suspected cases of abuse or neglect to the Department of Social Services. In addition, Seven Hills is committed to informing parents / guardians of indications that a student may be engaging in self-destructive behavior in order to alert the parent / guardian to a potential need for additional support or treatment. Seven Hills may file a 51A report with the Department of Social Services when a parent ignores the staff's efforts to involve the parents in a perceived need of the child requiring special education, counseling or emergency medical attention.

EMERGENCY EARLY RELEASE POLICY: In the event of an emergency early dismissal (non-weather related), the following steps will be taken to ensure the safety of all students:

- The Emergency Response Team will convene to carry out the steps that are to follow.
- The Operation Coordinator will contact the bus companies, TV and Radio stations.
- The Operations Coordinator will notify the call center to begin family notifications and will place the information on the school answering system and the school website.
- The Academy Director will distribute the student information folders to SHCPS staff members assigned to be emergency early release bus monitors. The bus monitors are to reassure children and to ensure that no child is let off a bus without the presence of a guardian at the stop.
- The school will receive a print-out from the call center identifying which families have been reached. The children whose families have not been contacted will report to the gymnasium.
- Students riding buses will be dismissed (if their parents were contacted). Any student who does not have a guardian or authorized adult (with identification) present at the stop will be brought back to the school.
- Walkers and parent pick-up students will be dismissed (if their parents were contacted).
- Staff members will wait with the remaining students in the gymnasium while additional parent contacts are made.

Please note: In the case of an emergency evacuation (when it is unsafe to occupy the building), the same procedure will be used from Mt. Carmel Community Center, 28 Mulberry Street, our emergency relocation site.

CRISIS INTERVENTION POLICY AND PROCEDURES

In the event of a crisis, school personnel will:

1. follow crisis procedure outlined in the SHCPS ERT Binder and flip charts
2. identify those students most affected by the crisis and direct or have them escorted to the counselor's office as soon as the school is secured and safe
3. conduct a follow up school faculty meeting to debrief and tend to emotional needs and clarify events
4. coordinate appropriate services to show compassionate assistance to those in need
5. communicate with families and school community members

SAFETY PROGRAM: Accidents can result in tragic consequences-bodily harm, loss of school time, property damage, legal action, and even fatality. SHCPS will guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

SHCPS will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program. Instruction in accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety will be offered.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

The safety program at SHCPS will be discussed and reviewed as part of the Wellness Committee.

Supervision Policy: The instructional staff will supervise children at all times visually, or by sound if out of immediate vision, and will be checked on frequently. IE: coat closet, etc. Children are allowed to do tasks in a safe environment where they may be out of instructional staff sight and sound for short periods of time with appropriate passes. IE: bathroom pass, nurse pass, office pass, etc. Instructional staff will check on the child should they not arrive at designated destination in the anticipated/reasonable time.

Wellness Policy: Seven Hills recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, we are committed to providing developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The Seven Hills Wellness Committee, and Food Advisory Subcommittee, is coordinated by a school administrator, and is comprised of at least one (1): parent, student, and staff member, the school nurse, school doctor- when available, administrator and community members (as appropriate). The Wellness Coordinator, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy. In addition, the Wellness Committee will be charged, in conjunction with the Facilities Director, with reviewing and evaluating our safety program. The committee will meet at least twice per year.

Nutrition Guidelines

It is the policy of Seven Hills that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. SHCPS has adopted the following procedures:

- The food service director shall ensure that the meals and snacks offered by the school food service program meet all legal requirements for participation in the National School Lunch and School Breakfast Programs.
- The food service department will continue to work on improving the nutritional quality and student acceptance of school meals by focusing on food presentation, and giving students opportunities to sample new foods.
- The food services department will offer health education training annually to all school food service staff.
- Items sold in vending machines will meet the guidelines established by the MA Action for Healthy Kids, as seen in the document entitled “MA A La Carte Food and Beverage Standards to Promote a Healthier School Environment.”
- The level of student participation in the school breakfast and school lunch programs is appropriate.
- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
- Seven Hills will provide a clean and safe meal environment for all students, along with adequate time for students to sit and eat lunch scheduled as near to the middle of the school day as possible. The American School Food Service Association recommends at least 20 minutes for lunch, from the time students are seated with their food, as well as access to hand washing or sanitizing facilities before meals.
- Seven Hills prohibits the withholding of food for punishment and discourages the denial of recess as a consequence for behavior or work effort.
- Seven Hills staff will not use candy as a reward for children’s accomplishments.

Celebrations taking place during school hours

- Classrooms should limit celebrations that involve food. Life-threatening food allergies must be considered at all times. All celebrations must have approval prior to the event. **The “Celebration Approval Form” must be completed and have all required signatures signed prior to the event.** The form is available online, in the shared folders or can be requested by calling the Food Service Department. All edible items to be shared in school must comply with the **Massachusetts Action for Healthy Kids guidelines** www.ActionForHealthyKids.org. or from the John Stalker Institute “A List” www.johnstalkerinstitute.org/alist/. All items must be individually wrapped and prepared from a

commercial kitchen. Copies of the standards and lists are available by calling the food service department or visiting the listed websites.

- Staff members and parent groups conducting fund raisers are encouraged to hold non-food related fundraisers. **All fundraisers that do sell food must be conducted during non-school hours.**
- Parents are discouraged from dropping off fast food lunches. If students bring a home lunch it should be sent to school with the child in proper insulated containers. For a list of suggested snacks and ideas please refer to the school website. If a lunch has to be dropped off to a student it must be done prior to the student's lunch time.
- **Staff members are not allowed to order food outside for student's lunches.**

Nutrition and Physical Education Guidelines

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Department of Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education: *The following goals have been established for our nutrition education program. For additional information, please refer to the health portion of our SHCPS Curriculum Overview section of the school handbook.*

- Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- Nutrition education is offered in the classroom with coordination between the foodservice and physical and health education staff and other school personnel, including teachers.
- Students receive consistent nutrition messages from all aspects of the school program.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Staff that provides nutrition education has appropriate training.

Physical Education Activities: *The following goals have been established for our physical education program. For additional information, please refer to the health portion of our SHCPS Curriculum Overview section of the school handbook.*

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Seven Hills works with parents and the community to create ways for students to access an environment that is safe and supportive of a student's physical activities and promotes enjoyable, life long habits of physical activity and wellness.
- Student heights and weights are recorded annually through the health room and physical education department.
- Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

Hygiene Guidelines

Personal hygiene is the practice of keeping oneself clean in order to prevent disease and to maintain good health. We should encourage and establish proper hygiene habits early in childhood. Practicing proper personal hygiene helps prevent the spread of disease and infection. Our children need assistance and guidance with personal hygiene to ensure and maintain their good health and prepare them for independence as they mature and develop.

- Children should shower or bathe often enough to be clean and have no body odor. For many children this may be every other day, but for active children this may be daily. For children who have reached puberty, and in the summer, children should shower or bathe daily.
- Handwashing is the best way to prevent the spread of germs and illness. Children should wash their hands with soap and water after using the bathroom, before they eat, after using a tissue, after playing, etc. Handwashing should be vigorous and last at least 20 seconds. A good measure of this is teaching the child to sing "Happy

Birthday” or the alphabet song while they are washing their hands. When they are done singing, they are done washing.

- Fingernails should be kept trimmed and clean as well. Scratching skin with dirty nails can lead to infection.
- Dentists recommend that students brush their teeth after every meal, however, brushing at least two times a day before school and after supper is sufficient for most children.
- Once your child reaches grade four or five, deodorant should be considered. Don’t wait for them to develop body odor. Body odor makes children feel unsafe and insecure in the presence of others. Get them into the habit of wearing it daily. Lack of attention to hygiene is the main reason for body odor.
- School uniforms should be mended, clean or freshly laundered. Younger children should be sent in with an extra uniform, underwear and socks in case of accidents.

A clean student is a healthy student. It is important for children to learn life long habits of good hygiene to healthy and to prevent the spread of common illnesses. If you need any assistance with hygiene issues and your child please feel free to contact the nurses at ext. 1117 or the guidance staff at 1108.

Mercury Management Act: The new Massachusetts Mercury Management Act prohibits schools from purchasing products that contain mercury for use in classrooms as of October 1, 2006

Seven Hills Charter Public School, in adherence with the Massachusetts Mercury Management Act shall not purchase for use in primary or secondary classroom elemental mercury, mercury compounds or mercury-added instructional equipment and materials, except measuring devices and thermometers for which no adequate non-mercury substitute exists that are used in school laboratories. This shall not apply to the purchase of mercury-added lamps or those products whose only mercury-added component is a mercury-added lamp or lamps.

LOGISTICS

Admission to SHCPS

Seven Hills Charter School in Worcester, Massachusetts houses 666 students in Kindergarten through Grade 8. Admission to Seven Hills Charter School is determined strictly through an annual public lottery system. The student application process begins October 1st, and the deadline for accepting student applications is March 1st. Applications received after our March lottery will be held for a second lottery to follow the same process.

Eligibility Criteria: Applicants for available Kindergarten positions must be 5 years old by December 31st of the year they begin school in order to participate in the lottery. The applicant must be a resident of Massachusetts at the time of application and proof of Massachusetts residency is required, with Worcester residents receiving preference for admission. There are no other admission criteria or screening devices for acceptance into Seven Hills Charter Public School other than noted above. When applications are received that do not fit the eligibility criteria, the parent/guardian of the applicant is notified by phone that the eligibility criteria was not met. If application numbers do not meet or exceed numbers required to fill class targets, then non-Worcester residents may be admitted.

Lottery Procedures: The school determines the number of spaces available per grade level based on our class size targets. The lottery date, time and location are published on the student application, on reminder postcards, in informational flyers, within the school, at area day care provider locations, on the local access television channel, and in the local newspapers at least one week prior to the lottery date. A community representative not affiliated with the school draws the names in a public session, and assigns an enrollment or waitlist number to each candidate. Written notification is mailed home to all participants to inform them of their wait-list or acceptance status. Students are given two weeks from the date of notification to accept enrollment, and the actual date of enrollment is the first day of school, based on the current year’s calendar. Residents of Worcester have preference over non-resident applicants. Our total enrollment will not exceed the 9% tuition cap.

Sibling Preference: Preference for admission to Seven Hills Charter Public School is given to the siblings of attending students. (According to Massachusetts charter law, siblings are defined as students who share a common biological or legal parent. This includes children who are adopted. It does not include step children, foster children or students who are

under legal guardianship.) Available seats are filled first by siblings on the waiting list and then by new sibling applicants. Admission of siblings occurs following the close of applications but prior to the public lottery. However, if the number of new sibling applicants exceeds the available seats in any grade, a public sibling lottery is held by grade. Siblings not drawn in the sibling lottery will be wait-listed for future admission.

Sibling Wait-List Preference: In keeping with the philosophy of admitting the siblings of present students whenever possible, siblings of attending students whose names appear on the wait list receive preferential admission during the school year even over students whose names precede them numerically on the wait list in any given grade. Wait listed siblings also take precedence over new sibling applicants in filling available seats prior to the annual lottery.

Wait-List Policy: The name of each child applying for admission is drawn and the child's name recorded in numerical order by grade level at the annual public lottery. Those names drawn after all available seats have been filled are added to the current wait list. Students on the wait-list are contacted in numerical order during the calendar year following the lottery; the student's name is to remain on the wait-list. Students who decline an available seat during the school year, but who wish to remain on the wait-list for placement the following year, will remain in their original place on the wait-list, but will not be called again during the current school year. Students who decline immediate admission and deferment are removed from the wait-list, as requested by the parent/guardian. Should vacancies become available at grade levels for which there is no remaining wait-list, an additional application and lottery process is held. This process will adhere to all of the same notification and procedures as with the original lottery.

Special Education Students: Most special education students can be well served by our innovative programs and are admitted to Seven Hills through the same equitable procedures as other students in the public lottery. According to Massachusetts charter law, students with Individualized Education Programs which mandate services outside those available in a regular public school may be best served by their home school district in the facilities recommended on the IEP. Families are urged to call the Student Support Manager if they wish to discuss the specific needs of an individual student who is applying, the rights of the child and family, and possible strategies and techniques that Seven Hills might use to meet the needs of the student.

Ineligible Candidates: If, after a child's name has been drawn in the public lottery, any information on the child's application is deemed to be false, the application is void and the family will need to reapply for the following year's lottery. Examples of false information include but are not limited to applying for the incorrect grade, claiming inaccurate sibling preference or Worcester residency. Once a child is placed on the waitlist, it is the parent's responsibility to keep the school informed of any changes in status that occur prior to admittance.

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

ARRIVAL AND DISMISSAL PROCEDURES (STUDENTS): All students should be dropped off on the school side of Eastern Avenue. Note: Students are not permitted to cross the street. The doors open at 7:15 each morning and parent drop-off is from 7:15 – 7:30. (Students may not be dropped off prior to 7:15, once supervision begins. Because it creates an unsafe situation, the Department of Children and Families may be notified of any students who are repeatedly dropped off prior to 7:15.) Parents who arrive to drop off after 7:30 must wait in line behind all buses and risk having their child be late for school. Students who arrive prior to 7:30 am must report directly to the gym. At 7:30 all students should report directly to class to have breakfast and begin their day. The Eastern Avenue doors lock at 7:40. Students entering class after 7:45 AM will need to receive a late slip from the School Secretary. Repetitive tardiness will result in consequences outlined in our school attendance policy.

Student dismissals during the school day due to special circumstances, e.g. appointments, must be done BEFORE 3:45 through the main office. If a teacher receives a note from a parent regarding a change in the dismissal procedure, the note should be sent to the School Secretary and the teacher should post the message on the classroom board as a reminder. As a security measure, no student can be dismissed to anyone except the parent or someone the parent has authorized. No student will be permitted to ride a bus other than the one assigned to him/her.

The regular dismissal procedure begins at **4:10 p.m.** on full school days and at **12:30 p.m.** on early release days. Mt. Carmel, van riders and Village students are called to Gage Street while buses are called to Eastern Avenue. Following buses, all walkers and parent pick-up students will be called to Eastern Avenue for dismissal. **All parent pick-up's must take place on Eastern Avenue between 4:30 p.m. and 4:45 p.m.** Parents in cars must wait behind the designated signs until all buses have departed prior to pulling forward for pick-up. After **4:45 p.m.**, students will be brought to the Village program to wait for a late parent to arrive, a \$10 fee applies. The Department of Children and Families will be notified of any students who are repeatedly picked up late from school. Please note that in the case of slippery road conditions, staff members may walk students to the bottom of the Eastern Avenue hill to board the buses.

ARRIVAL AND DISMISSAL PROCEDURES (STAFF): All staff members must swipe their employee key card upon entering the building each morning and must be in their classrooms or at their assigned duties prior to students' arrival. Staff may leave when all students have been dismissed and all professional responsibilities, including afternoon duties, have been fulfilled.

ATTENDANCE (STUDENT): Teachers should take careful attendance each morning in Powerschool and at the start of each period (JA, Special Area teachers) in Powerschool or in a hard copy attendance log. An automatic dialing system will call the home of each absent student to notify the parent the child is missing from school if the parent has not already notified the school of the absence. Parents should report their child absent from school by calling X4001. If a teacher receives a doctor's excuse or parental note regarding a student's attendance, it should be sent directly to the School Secretary. When a student arrives tardy to school, the student must report immediately to the office to obtain a pass to be presented to the teacher in order to be admitted to class. If there is a concern about a student's attendance record, please work with the Head of School to take the appropriate actions. Continued or chronic absences for unexcused reasons may result in referral to our Family and Student Support Team, and may also result in a referral to the Department of Children and Families and/or the Worcester Juvenile Court. When excessive absences affect a student's academic performance, the student may be required to repeat his/her current grade.

ATTENDANCE (STAFF): A strong staff attendance record is critical to the continuity of instruction and the success of the students. Please use discretionary time only when absolutely necessary. Requests for days off before and after a holiday or vacation will not be approved for instructional staff members. Request for Leave forms must be submitted in advance (48 hours) for approval. All absences due to professional development must be approved by the Head of School and followed by the submission of a dissemination plan within one week of the experience. Teachers who must be absent due to illness or an emergency must call X2026 by 6AM on the day the absence is to occur. When calling, please indicate the reason for the absence and any extra duties you have for the day. Also indicate any duties you hold and any appointments or meetings that should be postponed or cancelled. If it is after 6am, call your supervisor directly. If an emergency arises during the school day, you must notify your supervisor before leaving the building. Upon returning from a absence (or late arrival or early leave) that was not prior approved in the system, teachers must record their absence in the Request for Leave System as a "call out." *For details regarding the Seven Hills Discretionary Leave Policy, please see the Employee Benefits Guide.*

BACKPACKS: The American Academy of Pediatrics recommends that students carry backpacks with padded shoulder and waist straps. They should utilize all straps to fit their body snugly and pack the heaviest objects closest to the back and bottom of the pack. By utilizing all bag compartments, weight can be distributed more evenly. Students should not carry packs weighing more than 20% of their own body weight. Please be aware that the school administration reserves the right to inspect contents of backpacks should there be a reasonable cause.

CLASS ASSIGNMENTS: The Seven Hills Charter Public School utilizes an intricate process to develop class lists. Our goal is to create classes that are balanced in terms of gender, race, language and learning and housing needs. Bi-grade level teams meet with specialists and support staff to discuss student learning needs, personalities and peer interactions in relation to teacher strengths and styles. We appreciate parents sharing information about their child(ren) that may be pertinent to placement. Parents should communicate all thoughts regarding placement directly to the main office by April 1st, using the *My Child as a Learner* form that will be attached to a spring newsletter. All suggestions will be given

thorough consideration. Once class lists have been established, no changes can be made. The following plan has been established to ensure smooth transitions for students from grade to grade.

In the Spring

Parent survey: Parents may provide information about their child's learning style and emotional/academic needs that will help the school determine appropriate peer and teacher matches. Specific teacher requests may not always be honored. This survey should be turned in to the Superintendent's office. Three copies will be made and distributed to the current teacher, the receiving teacher and the cumulative folder.

Circulation of Class Lists (Draft 1): The class lists, as recorded on checklists, will be circulated among teachers and specialists for insights and comments. The feedback will be summarized and given the grade level teams to see if they want to make any revisions.

Final Class Lists: Once the lists are fine-tuned, students may not be moved. However, there may be additions or deletions according to students moving, etc. Teachers will receive a new class list complete with student names, addresses and phone numbers.

Observations/Consultations: Teachers may observe each class in the grade below them. Coverage will be provided to allow for this observation. Staff meeting time will be set aside for teachers to discuss incoming students with their current teachers and specialists.

Visits: Each class should do a walk-through in the class one grade above them so students can see the spaces and meet the teachers. At this time, most students will not know who their specific teacher will be, but it is a good opportunity to ask questions about what to expect next year in school.

Transfer of Materials: All teachers turn in student portfolios at the end of the school year. The office staff will update the information and put them into new class bundles for the next year's teacher. All receiving teachers will be responsible for reviewing the contents of the portfolios and signing off on their review of any pertinent student information (IEP's, 504's, etc.). Time will be set aside during the back to school PD days for teachers and specialists to consult with each other about specific students. Once the students have been in their new classes for a short time, teachers may need to talk with previous teachers and specialists about things they notice or questions they have. Time will be set aside in staff meetings for this.

Special Note for High School Preparation

Once a year, Seven Hills hosts "High School Gear Up Night" to inform parents of opportunities available for students graduating from eighth grade. In addition, our school guidance director works with each individual student to guide them in the high school selection process. She organizes school visits, participation in placement exams, collection of recommendations, access to translation services and supports to students, families, teachers, support staff, administrators and translators to ensure that all families have access to information to make sound educational decisions.

CLASSROOM SET-UP: It is the responsibility of each staff member to maintain an atmosphere that is conducive to learning. Classrooms must be kept clean and orderly. Student work, classroom and school expectations, lesson objectives, homework assignments and reference tools should be posted at all times. Staff members should use the help desk to notify the facilities team of any building concerns or maintenance requests. For additional information, please review the checklist below.

Classroom Set Up and Maintenance Checklist

Physical Environment (classroom and hallway)

- Building, ADA and Fire Codes:
 - The floor space needs to be clear for five feet around any entrance.
 - Nothing can be hung on the door and you should leave a 24 inch radius around the door empty. (On inside and outside) ***This excludes Emergency Fire Exit Sign**
 - No ropes and/or strings can be hung in a clothesline manner anywhere.
 - Nothing can be hung on or across the windows or blinds.
 - Nothing can be hung from or attached to the ceiling or electrical fixtures (i.e. fans, plugs, etc.)
 - No more than 50% of each wall can be covered with school materials.
 - All hallway displays must be contained to designated sections of bulletin boards, with everything securely fastened and nothing protruding or flapping.
 - Only area rugs provided by the school are permitted.

- No fans, heaters of classroom appliances are permitted (i.e. microwaves, coffee makers, etc.)
- Classroom door may not be propped open at any time.

Classroom Technology Guidelines

- Your interactive whiteboard, speakers, cables, USB TV tuner box, and a laptop must be stationary and intact.
- Your projector must be turned off when not in use.
- Your classroom laptops must be plugged in and charging when not in use.

Learning Environment Expectations

- Emergency exits are clearly identified.
- Emergency Response Kit is easily accessible.
- Classroom organization is age appropriate.
- Classroom materials and books are well organized and accessible.
- Classroom organization allows for efficient and safe movement.
- Classroom organization allows for attentive learning, productive interactions and flexible grouping.
- Lesson objectives are clearly posted and are grade level appropriate.
- Agenda is clearly posted.
- Homework assignment is clearly posted.
- Lesson plans posted on clipboard near classroom entrance.
- Displays are useful and relevant to instruction.
- The code of conduct is displayed in the classroom, along with accompanying expectations.
- The core values are displayed in the classroom.
- Classroom jobs and the Greeter Script are clearly posted.
- A “private work space” is clearly defined.
- Student work on display is accompanied by an explanation of the assignment, objectives and criteria for successful completion (i.e. rubric).
- Student growth displays (SLC goals, achievement goals and growth for at least reading and math) are student driven and up to date.

Maintenance expectations

- The room must be clean and orderly at all times but should be monitored specifically before and after meals and before leaving at the end of the period / day.
 - All desks are clean.
 - All trash is off the floor.
 - All learning materials are off the floor (books, pencils, etc.)
 - Lunch trays are neatly stacked next to the trash barrel near the classroom door after meals.
 - All chairs are stacked at the end of each day.
- Help preserve our facility.
 - Do not attach anything to walls, floors or ceilings with staple guns, duct tape, nails or screws.
 - Never place anything in door jams to hold doors open

CORI POLICY: Where Criminal Offender Record Information (CORI) checks are part of a general background check for employment, volunteer work or licensing purposes, the following practices and procedures will generally be followed.

I. CORI checks will only be conducted as authorized by the CHSB. All applicants will be notified that a CORI check will be conducted. If requested, the applicant will be provided with a copy of the CORI policy.

II. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by CHSB.

III. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and any applicable law or regulations.

IV. If a criminal record is received from CHSB, the authorized individual will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

V. If the Seven Hills Charter Public School is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.

VI. Applicants challenging the accuracy of the policy shall be provided a copy of CHSB's *Information Concerning the Process in Correcting a Criminal Record*. If the CORI record provided does not exactly match the identification information provided by the applicant, (organization name) will make a determination based on a comparison of the CORI record and documents provided by the applicant. The (organization name) may contact CHSB and request a detailed search consistent with CHSB policy.

VII. If the Seven Hills Charter Public School reasonably believes the record belongs to the applicant and is accurate, based on the information as provided in section IV on this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

- (a) Relevance of the crime to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof;
- (i) Any other relevant information, including information submitted by the candidate or requested by the hiring authority.

VIII. Seven Hills Charter Public School will notify the applicant of the decision and the basis of the decision in a timely manner.

COURSE REIMBURSEMENT: Seven Hills encourages its employees to take advantage of opportunities to learn. Any professional development paid for by the school must be completed, and if the class or program is graded, the staff member must obtain a "B" or above. If the professional development paid for by the school is not completed, or a grade of "B" or above is not achieved, then the staff member will be responsible for reimbursement to the school for all associated costs of the program or class.

DISPLAYS, POSTERS AND BULLETIN BOARDS: Seven Hills is proud to display student work throughout the building. Each display should be accompanied by a description of the activity/assignment, including references to the objective and connected state framework(s) and the associated rubric. It is also expected that all classrooms create and maintain up to date displays marking student progress toward meeting reading, math and SLC goals. Student work should be updated monthly. Please do not use thumbtacks on wood surfaces or scotch tape on painted walls or chalkboards. Masking tape does much less damage. Also remember that fire codes require that we cover no more than 20% of any wall and all doors and areas within 24 inches from any door must be kept free of paper.

DRESS CODE(Students): Student may wear any school logoed attire purchased or received from SHCPS or an SHCPS approved vendor (ALLEN'S UNIFORMS located at West Boylston Street, Worcester, www.allensuniforms.com.)

Reminders:

- All clothing must be fitted. No oversize shirts, pants or undershirts are permitted.
- Students in grades 4 to 8 must wear their school ID, as part of the dress code.
- Shorts that are no more than 2 inches above the knee may be worn in May-October.
- Sneakers must be worn at all times. (Winter boots are permitted.)

Staff:

Professional attire must be worn. T-Shirts, jeans, low cut or tight blouses and pants, bare-midriff, tank tops, spandex/leggings and spaghetti straps are not permitted. *Please see the human resource guide for additional information.*

FAMILY AND STUDENT SUPPORT TEAM (FASST)

(See the [SHCPS Academic and Behavior Support Guide](#) for additional information.)

The Family and Student Study Team is designed to assist the school community in helping all students succeed. A teacher or parent should begin the process even at the inkling of a concern. It is easier to address a problem when it is small and when the participants have not already reached a high level of frustration. These steps should be followed:

1. A teacher identifies student concern, engages the student and parent and consults colleagues about possible interventions. Information, interventions and results are documented on the appropriate form.
2. If the concern persists, the teacher or the parent requests a FASST meeting to be held to access broader realms of support. An action plan and timeline will be established as a result of the FASST meeting. A liaison will be assigned to the referring teacher to monitor the implementation of the action plan.
3. Additional referrals may result from a FASST meeting.

FITNESS: Leading an active lifestyle leads to better health, attitudes and performances. Staff members are free to use the school equipment and facilities at their own risk. Family fitness nights and health related events will be held throughout the year. Please inform the Superintendent of any requests for additional items or opportunities.

FOOD PROGRAM : Seven Hills Charter Public School serves breakfast and lunch each day. All of the meals served by the Food Service Department meet the nutritional requirements for participation in the National School Lunch and School Breakfast Programs. THE NATIONAL SCHOOL LUNCH PROGRAM is a Federal and State regulated program. No local tax money is used for this program. All funds are derived from federal, state and money collected from students and staff. Federal regulations control the menu planning. Fat is not to exceed 30% of calories and less than 10% of calories from saturated fat on a weekly basis. These target and others are set to meet RDA guidelines.

Free and Reduced Meals

Free and reduced price meals are available to students unable to pay the full price of meals according to criteria based on household size and income. We encourage all families to complete the application. The application is a source of information used by various organizations and the government to determine whether the school will receive additional funding. A new application must be completed every year. Applications are including in the summer mailing, Please fill out the application completely and send it back on the first day of school. Incomplete applications will be returned home and are considered ineligible for meal benefits. Once the application has been processed you will be notified of the results by mail. If you do not receive notification or have any questions please contact Tasha Griffin at 508-799-7500 ex 1114.

Lunch Prices

Milk \$.40

Reduced Lunch \$.40

Full price lunch \$2.05

The food service department accepts cash, checks, or money orders. There is a \$10.00 fee on all returned checks. Students must have money on their accounts or pay at the cash register. There is no charging allowed. Money can be sent in at any time. Checks should be made payable to SEVEN HILLS CHARTER PUBLIC SCHOOL FOOD PROGRAM.

Breakfast

Breakfast is FREE to all students everyday! This will provide an excellent opportunity for students to start the day with a healthy morning meal. A good breakfast gives children the energy they need to succeed in school. Breakfast will be delivered to classrooms at the start of each day.

Fresh Fruit & Vegetable Program (FFVP)

Seven Hills has been awarded another FFVP Grant for the upcoming school year. The FFVP has been an extremely successful program. Fruit and Vegetables will be made available throughout the week at no charge to students.

The goal of FFVP is to:

- Expand the variety of fruits and vegetables children experience.
- Increase children's fruit and vegetable consumption
- Make a difference in children's diets to impact their present and future health

Menus

Menus will be sent home prior to the start of each month with the news letter. Nutritional information will be available on all menu items.

Allergies or Intolerances

The Food Service Department is committed to providing safe, nutritious meals for students and is happy to work closely with parents/guardians to meet the needs of students with food allergies or intolerances. If you have a student with serious food allergies and have questions or special food requests, it is important that you contact the Food Services Director Tasha at 508-799-7500.

Meal Procedures

A Point of Sale System (POS) is a computerized system for school meals. Students have their own personal lunch account based on their student ID#. Students will swipe their ID card at the serving stations. The format for the POS system is the same for all children so there is no overt identification of students who receive a free or reduced price meal.

Breakfast

- Breakfast will be free for all students at The Seven Hills Charter Public School this year.

Lunch

Classes Being Served in the Classroom Due to location of classroom or age of students.

- Teachers will record the daily meal count on the required form and return it to the kitchen by 8:30am.
- Lunch must be served at your designated lunchtime. Lunch bags should not be sitting in the hallways.
- Rosters must be used as a meal is being passed out to a student. The student's name should be checked off on the roster as they are taking a lunch- it cannot be done before.
- If a student only take a piece of fruit or juice their name can not be checked off students must take at least 3 food components for the meal to be claimed as a full lunch.
- Extra milk and meals must be sent back to the kitchen.

Classes Being Served in The Cafeteria

- Teachers will bring their classrooms to the gym at their assigned time.
- Teachers will stay with the students while they are getting their lunches.
- Students must travel to stations observing all rules for walking in the hallways.
- Students must have their ID's with them.

- While at the serving station, students are to stay in line.
- After students receive their lunch, they are to return to go to their designated tables.

Classroom Celebrations

From the Seven Hills Wellness Policy

Celebrations taking place during school hours

- *Classrooms should limit celebrations that involve food. Life-threatening food allergies must be considered at all times. All celebrations must have approval prior to the event. **The “Celebration Approval Form” must be completed and have all required signatures signed prior to the event.** The form is available online, in the shared folders or can be requested by calling the Food Service Department. All edible items to be shared in school must comply with the **Massachusetts Action for Healthy Kids guidelines** www.ActionForHealthyKids.org. or from the John Stalker Institute “A List” www.johnstalkerinstitute.org/alist/. All items must be individually wrapped and prepared from a commercial kitchen. Copies of the standards and lists are available by calling the food service department or visiting the listed websites.*

Field Trips: The Food Service Department will be happy to provide lunches for field trips. Teachers must submit the names of all students requiring a lunch. A two week notice is required.

After School Snacks: The Food Service Department is pleased to provide FREE snacks for after school activities, events or programs. Snacks will only be provided for those programs that have submitted a SIGN UP FORM. Accurate records of the number of complete snacks served must be maintained and submitted on a monthly basis.

Allergies or Intolerances: The Food Service Department is committed to providing safe, nutritious meals for students and is happy to work closely with parents/guardians to meet the needs of students with food allergies or intolerances. If you have a student with serious food allergies and have questions or special food requests, it is important that you contact the Food Services Director, Tasha Griffin at 508-799-7500.

GREETERS: Whenever a guest enters a classroom, a student greeter should welcome him/her by introducing him/herself and explaining what learning is taking place at that time. This gives the children an excellent opportunity to rehearse their social interaction skills and articulate the learning goals of the class.

GUIDANCE: Support and special programs and activities are available through the Guidance Department for students and families. In addition to providing classroom and group based instruction on concepts around civil rights, diversity sensitivity, community building, communication and conflict resolution, the guidance counselor is accessible for individual consultation around concerns or needs of students or families, including those in need of community based supports or housing.

The Seven Hills Charter Public School Guidance Counselor does a unit of study in every 7th grade class around the Career Game Explorer in order to help students identify interests and strength. In every 8th grade class she does a similar unit of study using the COPS interest inventory. She provides informational sessions to all families around high school options and then provides individual counseling to every eighth grade student throughout the selection and transition process.

HEALTH: The Seven Hills health room is located near the front lobby of the school. Children requesting to see the nurse should be permitted to do so with a pass. The nurse will assess the student’s needs and determine if he/she is well enough to return to class. The nurse will advise teachers and parents of any requests that become persistent. Student health records are kept in the clinic. The nurse will respect a students’ right to confidentiality, but will inform appropriate staff members of student needs as necessary to ensure their safety and well being. It is the nurse’s responsibility to inform parents of potential injuries. If a child is transported to a hospital, a parent, nurse or designee must accompany him/ her in the ambulance.

The Health Office can better support staff members if they are informed of individual health needs. Completion of an employee health form is optional and may be kept on file confidentially in the Health Office should an emergency arise.

Department of Public Health Regulations

Immunizations: All Massachusetts public school students must be immunized for Diphtheria, Pertussis, Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B and Varicella (102 CMR 7.07 and 105 CMR 220). Students lacking proper documentation of required immunizations shall be excluded until proof of such immunization is provided. If a parent/guardian refuses to have a child immunized because of religious or medical reasons, as required by the Massachusetts Department of Public Health and M.G. L. c. 111S.3,6,7,109,110,111,112 and 105 C.M.R. 300, the non-immunized student will be excluded from school during outbreaks of diseases for which the student is not immunized.

Lead Poisoning: Children must present documented evidence of lead poisoning screening prior to entrance into kindergarten (105 CMR 460)

Physical Examinations: Students are required to have physical exams for entrance into K, 4, and 7. It is recommended that this be done by the primary care physician or a health care facility.

Screening Programs: Vision, hearing and postural screening will be conducted in accordance with state mandates.

Inspection: All students will be inspected as necessary for pediculosis. If this condition is found, the student will be excluded until all lice and nits are removed. Students must be cleared through the school nurse before riding a school bus or returning to class.

Medications at School

The MA Department Public Health regulates the administration of prescription medications and has promulgated detailed “Regulations Governing the Administration of Prescriptive Medications in Public and Private Schools” (105 CMR 210.000). Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of [Epi-pens](#).

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

- Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
- Students with cystic fibrosis may possess and administer prescription enzyme supplements.
- Students with diabetes may possess and administer glucoses monitoring tests and insulin delivery systems.

SHCPS provides nursing services for SHCPS students and staff only. When it is necessary that a child take medication (including Tylenol) during school hours, the following procedures must be followed:

Long Term Medications: Those given daily during the school year or medication given on an as needed basis (such as Epi-pens, Tylenol, and inhalers)

- Doctor's medication order including the name of the medication, the dosage, time to be given and any special considerations with an MD address and first initial of doctor.
- Written consent from a parent/guardian.
- Medication must be in a pharmacy-labeled container. Over the counter medications must be in the original bottle.

Short Term Medications: Those given for ten days or less such as antibiotics

- Medication in a PHARMACY LABELED CONTAINER (The pharmacy will provide a separate bottle for the school if you ask.)
- For short-term medications we are not required to have a written order from the doctor; the written script on the bottle is sufficient.
- Written consent from a parent/guardian including the time the medication is to be given.

Note:

1. Medication orders do not carry over from one year to the next; they must be renewed at the start of each school year.
2. Medications must be delivered to the school by the parent or responsible adult. Should a child lose medication being transported, the parent would be held liable for any harm that results.
3. Medication cannot be transported on the school bus.

These policies have been put into place to ensure the health and safety of children needing medication during the school day.

Additional Health Programs Offered:

- Height and Weight Measurements
- Dental Health
- State Fluoride Rinse Program

Parents at appropriate grade levels will receive notification concerning these programs. The school nurse may send home suggestions for follow-up on medical care.

HIV – AIDS Policy: Seven Hills adheres to the MA Board of Education’s 1990 Policy on acquired immunodeficiency syndrome (AIDS) and human immunodeficiency virus (HIV). School members (students / staff) with AIDS/HIV have the same right to attend classes and participate in school programs and activities as any other school member. School members who have AIDS / HIV have the right to keep that information confidential. However, it is recommended that the information is disclosed to the school nurse so he/she can work closely and confidentially with the school member to decrease opportunities for infection and improve the quality of care afforded to students with AIDS/HIV. Any disclosure of a student or staff member’s health status requires specific, informed, written consent of the staff member or the student’s parent / guardian.

Universal Precautions: The SHCPS nurse provides training in the use of universal precautions to decrease risk of communicable diseases.

HELP DESK: Visit the online SHCPS Help Desk to request information or support. Using this system helps us track our performance in serving you.

ID CARDS: All students in grades 4 to 8 must wear their school ID everyday on a lanyard around their neck as part of their uniform. Student ID cards will contain information to access lunch at school and may be used as a photo ID for personal identification. It is essential that each student not lose his/her card. Parents and teachers are asked to promote responsible handling of this card. Replacement cards will cost \$5.00.

INCIDENT REPORTS: Any incident resulting in physical injury or other harm, whether to a child or staff member, must be reported to the Superintendent and the Business Services Manager. An incident report should be completed as soon as possible after the incident and copies submitted to the Business Services Manager and the nurse in the case of a physical injury.

INTERCOM / TELEPHONE: Intercom usage is restricted to morning and afternoon announcements. Telephone use is limited to school business. Long-distance calls for school business must be made from telephones in the front office. Students are not permitted to use the classroom telephone, they may obtain a note from their teacher to use the office phone when appropriate.

KEEPING OUR SCHOOL CLEAN: Each teacher is responsible for the condition of his/her classroom and for enforcing the guidelines that are outlined in the SHCPS Code of Behavior and Respect. Please submit an online form (on the Help Desk) for needs around cleaning, repair work or set up.

KEY CARDS/CLASSROOM & OFFICE & FILE CABINET KEYS: Full-time staff members are given key cards to authorize their entry into the building. The key card is also used to track staff attendance and therefore should be used upon first entering the building each day. Key cards, classroom keys, file cabinet keys and office keys are issued by the Facilities Director and are to be carefully guarded and should not be copied, transferred or loaned out. Anyone who loses a key/card should report the loss to the Facilities Director immediately. A \$25 fine will be charged for the lost card or key.

LEAVING THE BUILDING: As a safety precaution, staff members must sign out in the front office everytime he/she needs to leave the building during the work day. Please sign back in at the front office upon your return to the building as well. This will resolve any questions that arise in the case of a fire drill or emergency situations.

LESSON PLANS: Thoughtful lesson planning is at the core of good instruction. Weekly lesson plans are due to Head of Schools by the end of the school day on Wednesdays. Lesson plans should be posted near the classroom entrance and available for review at anytime. Lessons should indicate evidence of long and short term planning so that teachers can be sure to allocate time effectively throughout the year in order to meet all goals. It is critical that special education teachers are present during unit planning times so that ideas and considerations can be shared at the inception of a unit of study. Instructional assistants should regularly be included in the lesson planning sessions in order to share information about necessary accommodations and to be fully engaged in the instructional process.

When teachers design plans, they must use the academy template provided. Lessons should be differentiated in terms of content, process and product. The three-tiered curriculum model is designed to support the differentiation process. Decisions for individual student programming should be based on results of classroom assessments, CBM and ongoing progress monitoring.

Lesson Plans for Substitutes: Learning must continue in all classrooms, regardless of the presence of the regular teacher. To ensure this, teachers must leave detailed lesson plans, along with useful information for a substitute teacher, e.g.: class lists, schedule, emergency evacuation information, student allergy or illness information, the discipline code and classroom rules and routines, notification of who their buddy teacher is, and any other pertinent information. Each teacher will have an Emergency Lesson Plan folder in the office, which must be updated and completed by the second week of school. All plans and ancillary materials will be left with the substitute coordinator. Following a day of service, a substitute will leave a report for the teacher. All leave requests should be submitted to the Head of Schools and calls must occur before 6:00 a.m. in order for coverage to be provided!

LIBRARY USAGE: All members of the Seven Hills community are encouraged to use the library regularly. Please enjoy the literature and resources that are at your disposal. To protect the collection and to be fair to others, it is imperative that all borrowed materials are scanned out and then returned in a timely fashion, in good condition. If you find a library book or material in your home, classroom or around the school, please return it immediately. Please know that fines will be assessed for late returns and replacement costs will be necessary for any lost books. In addition, library users will be unauthorized to check out additional materials until all overdue items are returned or accounted for.

LOCKER ASSIGNMENT AND USAGE: Lockers are a convenient way for Junior Academy students to store unnecessary materials and proceed through their day without the burden of carrying a backpack from class to class. With the lockers comes a level of responsibility. Before a student can be issued a locker and a lock combination, all parents must sign-off that they have read and acknowledged the rules and procedures below:

- Students must store all backpacks, book bags, gym bags, and outerwear (coats and jackets) in their lockers during the school day.
- Use of the lockers is permitted only during scheduled times, when supervision is available. Students must be prepared for morning and afternoon classes with necessary materials. He/she will not be permitted to go to his/her locker to get items during instructional times.
- Students may not share lockers and locker combinations must be kept confidential. Any contraband found in a locker in violation of school policy will be considered the property of the student assigned to the locker for purposes of disciplinary action.
- Like student desks, all lockers available to students are the property of the Seven Hills Charter Public School. Use of lockers (and desks) by students is regulated by the school administration and all lockers are subject to inspection by the school administration at any time.
- All students should clean out lockers (and desks) prior to any school vacations.
- Any violation of the above procedures may result in a temporary or permanent loss of locker privileges.

Homeroom teachers should send a list of students' names and locker numbers to the office.

LOST AND FOUND: The lost and found is located near the girls' locker room. Students who lose items are encouraged to check the lost and found and, if not successful, report the loss to the school office immediately. At the end of each month, articles remaining in the lost and found will be donated to a charitable organization.

MAILBOXES: All staff members must check their front office mailbox on a daily basis.

NEWS RELEASES: We encourage staff members to publicize the activities of their students. Please notify the Superintendent of special events in your classroom so that you and your students can receive recognition. A permission slip for inclusion in press releases is sent home with all students at the beginning of the year. Teachers will be notified if any parents of students in your class have refused to allow permission. **The Superintendent must first approve all articles being sent to the newspaper for publication and must authorize any verbal communication with the press prior to its occurrence.**

NEW TEACHER INDUCTION PLAN: New teachers participate in an online learning experience followed by a week long summer teaching academy focused on the following areas:

School Mission, Policies, Procedures (Handbook)

Curriculums (Math, Science, Social Studies, English Language Arts, Character Education, Morning Meeting, Tutorials and Enrichment, Supplemental Services)

Learning Environment (Relationships, Routines, Responses)

Once the school year begins, they join a “new teacher support group” that meets on a regular basis. A trained mentor facilitates the sessions aimed toward proactively exposing teachers to information and skills that will help them be successful through the year and responding to individual and group needs as they arise. In addition, each teacher is assigned to an instructional team that will support their professional growth process. The Heads of Schools will work with staff members not only to ensure their ability to provide high quality educational experiences to our students but also to serve as a source of personal and professional strength and revitalization.

PARKING: Please park only in designated spaces in the lot to the left of the lot entrance. If there are no spaces left, please utilize Eastern Avenue or the assigned spaces at Mt. Carmel or Marshall Diggins. Please do not block others or park on the Gage Street sidewalk.

PAYROLL: Staff is paid every other Friday, with the pay period closing a week before payday. Timesheets for substitutes or hourly employees are due in the Business Service Office no later than Thursday of the week prior to the pay date.

PHOTOCOPYING: Photocopiers are available for instructional and business purposes. Each academy has an assigned photo copying machine. The office copier is limited to the use of the Administration team. The office staff is eager to support you with your clerical needs. All requests must be submitted through the HelpDesk and allow for at least a 24 hour turn around time.

PEER AND PARENT OBSERVATIONS: We encourage teachers to spend time observing and / or coaching in colleagues’ classrooms. Peer observation and consultation is a mandatory component of many professional growth plans.

Parents are welcome to observe in classrooms. Observations may be arranged by contacting the host teacher and receiving a visitor’s badge from the main office upon arrival. Observations must not interfere with the delivery of instruction or attention given to classroom needs. Should an observer impede the learning process, administration may be notified and the guest will be escorted out of the classroom.

PROBLEM- SOLVING PROCESS: In any workplace, conflicts are bound to arise. It is every staff member’s responsibility to address issues in a professional, timely fashion. Concerns should be directed to the person who is responsible for the dissatisfaction. Only after s/he has been given an opportunity to respond, should you forward the issue to your Head of School for further assistance. Remember, the Peace Path and Peer Mediation Programs are highly effective tools, not just for students. For additional information regarding the grievance process, please see your *Employee Benefit Guide* or follow the same process outlined previously in this handbook.

PROFESSIONAL CODE OF ETHICAL BEHAVIOR: The highly professional teacher cares deeply for the well being of his/her students and school. He/she

- Is committed to serving all students.
- Demonstrates a belief that all students can learn and achieve.
- Acts as a positive role model for students.
- Demonstrates attitudes of fairness, courtesy and respect.
- Speaks and acts respectfully to and about students, parents, colleagues

- Maintains professional boundaries and confidentiality with students, parents, and colleagues
- Interacts with others in a professional manner.
- Accepts responsibility for his/her own actions.
- Promotes confidence in the school throughout the community.
- Builds positive relationships with students, parents and colleagues.
- Works constructively with others to identify school problems and suggest possible solutions.
- Communicates directly, honestly, and in a timely manner with colleague or administrator when conflicts, concerns or problems arise
- Makes a particular effort to challenge negative attitudes.
- Participates in activities that demonstrate a commitment to the teaching profession and school.
- Follows expectations outlined in local, state and federal policies, including but not limited to WISP, Conflict of Interest, DCAP, Mandated Reporting, Anti-Bullying, Acceptable Use.
- Respect the parameters of the professional day.

PROFESSIONAL DEVELOPMENT / PROFESSIONAL GROWTH PLANS: Teachers model a life-long love of learning to our students. SHCPS will provide various opportunities for professional development. All teachers are expected to participate in a professional learning community (PLC) in order to develop an area of interest or need. If you are interested in hosting a “PLC” about a certain topic, or using a “visiting day / period,” please see your Head of School. All staff members who participate in training will be asked to complete a dissemination plan to share best practices with colleagues. Each teacher should keep track of his or her professional development activities. Common planning times used for activities that expand a teacher’s repertoire, may count toward PDP’s for recertification. It is the Head of Schools’ responsibility to track these activities and submit a Help Desk ticket so that certificates can be issued.

Teachers are required to fulfill all requirements necessary for maintaining certification. In accordance with state law, each teacher will be expected to maintain a Professional Growth Plan. The plan should be utilized as a living document to support the feedback, action planning and reflective processes. Head of Schools should meet regularly with team members to review the plan and monitor progress toward achievement of professional goals. All staff members are expected to observe colleagues on a regular basis to gain ideas and offer constructive feedback. These peer observations are not part of the staff evaluation process, but should be reflected in each staff members action plan outlined in the professional growth plan.

Professional Development periods during or after the school day on Fridays are reserved for co-planning, preparation and/or meetings. This may include conducting data analysis or engaging in other activities necessary for ensuring quality instruction. Additional training and professional development opportunities will be scheduled during PD days or at a time that is least disruptive of teaching and learning. Administrators will make every effort to be respectful of staff time.

Train the Trainer Responsibility and Financial Impact Policy: Any SHCPS employee who attends a “Train the Trainer” course, at the expense of the school, will be required to provide the SHCPS staff with a minimum of one year reciprocal training in the subject matter at no cost to the school. In lieu of providing SHCPS with the staff training, the employee may reimburse the school for the cost of the “Train the Trainer” course and all related expenditures SHCPS realized in order to provide the training opportunity to the employee.s

REASONABLE BREAKS FOR NURSING MOTHERS: As required by the Affordable Health Care Act, a reasonable break time for an employee to express breast milk for her nursing child for one year after the child’s birth; and a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.

ROLES AND RESPONSIBILITIES OF CO-TEACHERS: All teachers are responsible for the children in their care. They are expected to work together to determine the program that will best meet the needs of the child. The pre-referral, evaluation TEAM meeting and education plan development processes all need to be approached with a sense of partnership. When working together, the regular education teacher needs to share information with the special educator about curriculum, grade level expectations and special projects and events. The special needs teacher and specialists will share their knowledge about learning styles and strategies, specific disabilities and associated instructional and behavior management techniques.

It is the responsibility of the special education teacher to schedule and plan for formal and informal evaluations of each child identified as having special needs, to serve as liaison between the school and outside service providers, complete legal requirements associated with the educational planning process and local, state and federally mandated reporting, and to maintain a teacher communication log to monitor the implementation of IEP goals and objectives.

Law requires the following people to be present at TEAM meetings: a regular education teacher who is knowledgeable about grade level curriculums, a specialist trained in the area of the existing or suspected disability, a system representative who is authorized to make decisions (Chairperson, Special Education Director or Head of School), parent and, as appropriate, the child. Other specialists are invited to attend on a case-by-case basis. All members present at a TEAM meeting play an equal role in determining the best educational interventions for a child.

Although the contents of the IEP are determined by the TEAM, the special educator is responsible for entering the information into the computer and generating the completed document. This document should be shared with the regular education teacher and appropriate specialists and then forwarded to the Head of School and SSD for a signature. The SSD will submit the signed document to the Special Education Office to be sent for parental signatures.

Regular education teachers are ultimately responsible for all components of a child's education. They are responsible for carrying out all accommodations and modifications identified in an IEP or 504 Plan. The specialists and special education teachers will provide support in the form of consultation and collaboration and, as appropriate, direct instruction or team teaching. During team-teaching opportunities, teachers are equals in terms of planning, execution and assessment. Teachers who provide regular direct instruction in a given content area (be it regular or special educators) are responsible for making appropriate modifications to class work and homework, monitoring and reporting progress.

Instructional Assistants are helpers in the classroom but are not primary service providers. They will take direction from both the regular classroom teacher and the special educator. Although, the assistant is expected to show initiative in supporting all students while focusing on those who are identified through an IEP, the special educator needs to provide guidance so that the assistant is carrying out the goals and objective outlined in the IEP's. The regular education teacher should provide guidance within the classroom to familiarize the assistant with grade level curriculum and materials, daily lesson plans and classroom routines. The assistant may assist students by making the necessary modifications in class work and homework and utilizing behavior modification techniques. Teaching assistants do not design instruction, but may carry it out in the form of individualized, small group or whole class instruction.

SOLICITATION POLICY: The school reserves the right to determine allowable solicitation on school grounds.

STAFF ASSIGNMENTS: All employees will receive an "Intent to Return Survey" in early spring. The Heads of Schools will take this information into account when determining teaching assignments for the next year.

STAFF DISCIPLINARY ACTIONS: Seven Hills operates best when all staff members fulfill professional responsibilities and serve as positive role models throughout the school and community. Every effort will be made to recognize the positive contributions of staff members. Likewise, administration is committed to supporting staff members' efforts at improving areas of weakness or concern. Administrators will address performance concerns through both formal and informal measures. Employees will be given verbal reminders about a need to comply to school expectations. If adequate improvement is not made within the timeframe given, the employee will receive written notice in their PGP of the concern along with an action plan for improvement. Continued concerns may result in suspension, suspension without pay for a specified number of days, or termination.

STAFF EVALUATIONS: Staff members will receive a formal summative evaluation each year. These evaluations will be based on monthly progress reports based on the performance rubric and trimester evaluations that summarize observation findings, student achievement results. *Please see the Supervision, Evaluation and Development System document.* Raises, bonuses and contract renewals are based on the performance evaluation and the maintenance of necessary certifications and credentials. *For additional information regarding raises and the Education Incentive Policy, staff members should refer to the please see the Employee Benefits Guide.*

STAFF REFERENCE POLICY: Seven Hills Charter Public School maintains a "name, rank and serial number" policy regarding reference request calls. It has come to our attention that some employees give reference letters for colleague's

future employment. Please understand that these letters are from you only, and should contain information based on the employee's "character". These recommendations in no way reflect the opinion of the school and should never have reference to the employee's performance. These letters should never be printed on school letterhead or sent via school stationary or postage. Employees are not allowed to provide professional recommendations on Social Media including but not limited to LinkedIn. Any school recommendations will be handled by the Business Office.

STAFF REFERRAL BONUS: Any staff member who makes a referral that leads to a hire will be given the following referral bonus: \$100.00 for the position of teacher and / or those with responsibilities greater. \$50 for all other positions. If you have a referral that turns into a hire, please notify the HR department by submission of the referral form available in the HR office. The new hire must report for work a minimum of 90 days for the referral bonus to be payable. Final determination on category of bonus and eligibility for payment is at the sole discretion of the Superintendent.

STAR STAFF: Let someone know that a good job does not go unnoticed! Nominations can be made on the Help Desk for staff members to be recognized for their efforts or achievements. Winners receive a reserved parking space and special prizes.

STAR STUDENTS: Each Monday, selected staff members will receive two sets of beads in their mailboxes. That means that it is those staff members' turns to select the week's star students! The staff member should wear the beads for the week and then, on Thursday, hand one set of the beads off to their selected student, along with a written explanation as to why he/she was selected. A carbon copy of the explanation should be submitted to the front office for inclusion in afternoon announcements and on a school bulletin board. On Friday, the Star Student and the staff member who selected him / her may have a free dress down day. They should wear the beads as well so he/ she does not get cited for being out of compliance with the dress code. At the end of the day, beads must be returned to the guidance counselor's mailbox.

SUNSHINE CLUB: The Sunshine Club works hard to acknowledge personal or professional accomplishments or struggles. We ask all staff members to make a contribution at the beginning of the year that can be used to purchase flowers, cards or gifts for colleagues. If you have a sunshine request, please use the SHCPS Help Desk to inform the club members. Parents are welcome to donate to the Sunshine fund by contacting the school guidance counselor.

SUPPLIES: All purchases must have prior approval in the form of purchase order, otherwise, reimbursement cannot occur. Remember to keep copies of receipts for any items purchased.

TEACHER MENTORING AND INDUCTION PROGRAM: Seven Hills is committed to preparing new teachers for success. The following practices are designed to help teachers acclimate to the teaching and learning environment at Seven Hills.

- Pre-service training in curriculum, pedagogy, assessment, management, policies, procedures, routines, and relationships
- Ongoing mentoring and support from your administration and support personnel.
- Personalized professional growth planning
- Participation in a New Teacher Support Group
- Participation in ongoing professional development (onsite and through service providers)
- Opportunities for reciprocal feedback

TEN MINUTE TEAM / FIST TO FIVE: The following protocol is a useful method for facilitating a simple meeting:

- Team Leader states the SINGLE, PRE-DETERMINED focus.
- Each team member makes a SINGLE STATEMENT or RESPONSE that is shared WITHOUT COMMENT OR ELABORATION.
- The Team Leader shares last.
- DISCUSSION FOLLOWS.
- The Team Leader SUMMARIZES the discussion and STATES the ACTION that will take place.

Please note that the Fist to Five method may be used to facilitate a shared decision making process. Once a suggestion is put on the table, everyone raises a hand and shows zero to five fingers (five being most agreeable). If you put up zero (a fist), you must present an alternative solution.

TEXTBOOK ASSIGNMENTS: All textbooks which students keep in their possession are to be numbered and assigned. Each teacher will keep a record of the number of the book or books assigned to each student. Any book, which is damaged or lost, must be paid for by the student. Teachers should report the name of the student and the title of the book damaged or lost immediately to the office.

TITLE I: Seven Hills Charter Public School has a school wide Title I program that supports academic programs and parent involvement. These funds may not take the place of public education services that are to be provided to all students. Title I funds are to be used only to supplement our district-supported educational program. Seven Hills will demonstrate compliance to the Title I supplement vs. supplant policy through documentation in our school budget, Title I budget and back-up documentation demonstrating that we are receiving proper amount of funds for free public education, including funds for services for children with disabilities and LEP.

WEBSITE: The school's website in www.sevenhillscharter.org

SHCPS Handbook and Policy Manual Sign Off Sheet

Please click here to sign that your and your child have read and reviewed this handbook.

If you need a paper copy of this handbook you may request one by contacting our main office!