



An Early College Program for Grades 6-12

The mission of Argosy Collegiate Charter School is to prepare our scholars with the academic foundation and the character skills necessary for success in college, career, and life.



Scholar and Family Handbook

*\*Updated August 2023  
Available in Portuguese and Spanish*

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### **Our Mission**

Our mission at Argosy Collegiate is to prepare our scholars with the academic foundation & the character skills necessary for success in college, career, & life.

### **Our Vision**

Our primary goal is to ensure that 100% of our scholars graduate from a four-year college with employable skills, valuable knowledge, and the internal character traits to see them through life's challenges.

As an **Early College Designated School**, we fiercely believe that all scholars are capable of achieving at high levels.

Our primary goal is to ensure that 100% of our scholars earn a bachelor's degree in a relevant field of study, prepared for the 21st century job market. Life success, which we define as the ability to pursue one's interests, support one's family, gain meaningful opportunities, and participate positively within the larger community, is an inextricable part of our mission.

Our key design features, as outlined in our educational philosophy and education program and as informed by our mission and core beliefs, are structured to support the success of all scholars.

### **Non-Discrimination Notice**

In compliance with requirements by the Federal government (Title IX of the Education Amendments of 1972, section 504 of the Federal Rehabilitation Act of 1973, and the implementing regulations) and the Massachusetts State Government (Chapter 622 of the Acts of 1971, and the implementing regulations) Argosy Collegiate Charter shall prohibit discrimination on the basis of race, color, national origin, religion, sex, handicap, or sexual orientation, in regard to hiring practices by any and all schools and departments and also in regard to scholar admission to school, courses of study, activities, and any other opportunities for scholars made available within the Argosy Collegiate Charter.

In addition, Argosy Collegiate Charter School does not discriminate on the basis of gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English Language or a foreign language, homelessness, or a prior academic achievement.

## **Our School**

Argosy Collegiate Charter School (ACCS) received its charter in February 2014 and opened to 100 scholars in grade 6 of August 2014. Since then, the school expanded by adding one grade per year, growing to grade 12 in 2021. We are a public, college preparatory, early college charter school designed to meet the needs of all learners and to set a high bar for academic excellence and student outcomes.

## **Contact Information**

Middle School Campus (Grades 6-8)  
263 Hamlet Street  
Fall River, MA 02724  
Main Office: 508-567-4725  
Fax: 774-365-4383

High School Campus (Grades 9-12)  
240 Dover Street  
Fall River, MA 02721  
Main Office: 774-955-5857  
Fax: 774-955-5825

General email for both campuses: [info@argosycollegiate.org](mailto:info@argosycollegiate.org)

## **School Website**

Families should regularly check the school's website at [www.argosycollegiate.org](http://www.argosycollegiate.org) for recent news, updates, upcoming events, school policies, information about our scholar supports, etc. If you have suggestions or questions regarding the website, please email us at [info@argosycollegiate.org](mailto:info@argosycollegiate.org). Additionally, families can visit our social media pages for more information.

## **Board of Trustees**

Argosy Collegiate is governed by a Board of Trustees. The Board is a team of dedicated and experienced professionals committed to the revitalization of Fall River and the academic success of our scholars. Collectively, the Board of Trustees brings expertise in education, educational leadership, public board governance and governance leadership, financial planning and management, legal expertise, strategic planning, public relations, and associated regulatory requirements, real estate development, marketing, curriculum development, and fundraising. Our Board Chair, Paul C. Burke can be contacted at [pburke@argosycollegiate.org](mailto:pburke@argosycollegiate.org). For a full list of trustees, please check our website at [www.argosycollegiate.org](http://www.argosycollegiate.org).

## **Our Mission and Key Design Elements**

Argosy Collegiate holds to our charter - a blueprint for how we support our scholars in meeting high academic goals. Argosy Collegiate is committed to serving our diverse community of scholars to ensure all meet their academic potential, including scholars identified as English Language learners, scholars with disabilities, and scholars who have experienced academic gaps, through interventions and accelerated learning in middle and high school, thus preparing every scholar for success in college, career, and life.

- **More Time, More Literacy, More Math, More Supports:** The daily academic schedule provides for additional, targeted instructional time in core content areas, and access to student support services including:
  - Support Block periods in ELA and Mathematics (middle school)
  - After school tutoring sessions
  - Mathematics and Literacy Clinics
  - Inclusion support for scholars served by the English language and/or Special Education Programs
  - Implementation of Tiered System of Support including Response to Intervention (RTI), School Adjustment Counselors (SAC), and academic, as well as homeroom advisors
  
- **Data-Driven Instruction:** To support targeted and impactful instruction, Argosy Collegiate collects and analyzes key data to determine academic gaps, monitor progress, and inform instruction. Additionally, we use data to understand school culture, attendance, and family and scholars' experiences as Argosy Collegiate community members. To this end, we use:
  - MCAS data
  - Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) - Fall, Winter, and Spring
  - Classroom level assessments and checks for understanding
  
- **Academic and Homeroom Advisory:** Scholars are provided two types of advisors, (1) a homeroom advisor that is a key communication point for questions and support, and family-teacher conferences, and (2) an Early College Advisor that supports scholars' academic course program, access and participation in the Early College Program, and graduation readiness planning.
  
- **Early College Program:** Argosy Collegiate is among the first schools to be awarded an Early College Program designation. This designation allows Argosy Collegiate to:
  - Partner with Bristol Community College to provide eligible scholars with *no cost, college-credit bearing courses* that satisfy high school graduation courses and are highly likely to transfer to a scholar's postsecondary college choice

- Support Early College program participation at the Middle School level through scholars' development of grade level standard proficiency and effective academic habits and dispositions
- Meet the goal of supporting each scholar in earning as many college credits as is appropriate for the individual, and so provide all scholars the opportunity for advanced coursework and an early college experience. For more information, please see Argosy Collegiate's Early College Program ([link](#)).
- **Financial Literacy and Collegiate Skills programming:** Argosy Collegiate believes that financial literacy is an important component of readiness for success in college, career, and life. Scholars are provided with instruction in financial literacy concepts such as income, budgets, credit management, and collegiate funding and how these are affected by career choices. Financial literacy is part of the Collegiate skills course at the middle school, and is expanded on at the high school through participation in College Success Seminars and the "*Know the Ropes*" program.
- **Positive School Culture framed by the DREAM Values:** Argosy Collegiate believes that a positive and productive school environment supports all scholars in meeting high academic achievement. By supporting scholars' development of the following DREAM Values - Determination, Respect, Excellence, Altruism, and Maturity - they gain the dispositions and habits for success in college, career, and life. Furthermore, holding to the DREAM Values supports scholars' seamless transition from middle school to high school with college-bound goals.
  - **School assemblies and celebrations:** We recognize and celebrate scholars' achievement and growth
  - **Community service:** High school scholars further develop their DREAM Values through volunteerism with a goal of 10 hours of time per year as part of the graduation requirements.
  - **Argosy Collegiate Breakfast Positivity and Morning Announcements:** To support a positive and connected Argosy Collegiate community, daily slides and announcements are prepared to provide a warm greeting and share daily information such as after school activities, sports, the monthly DREAM Value challenge, questions for reflection, cultural celebrations, health and wellness, and specifics about colleges such as location, featured majors and programs, and acceptance data.

## **Family Communication**

### **School Messenger**

Argosy Collegiate uses School Messenger to email, text message, and voice message families using the contact information provided by families. Please ensure you are not blocking any communications from 508-567-4725 or 675-87. If your contact information changes, please call the school or email us at [info@argosycollegiate.org](mailto:info@argosycollegiate.org) so that we can update our records. If you receive a voice message from us, please listen to the message **before** calling the main office. Argosy Collegiate also utilizes social media to share information with families.

## **Weather-Related School Closure**

In the event of poor weather conditions, please check email and social media along with local television and radio stations for information related to delayed openings and cancellations for Argosy Collegiate. We partner with the Fall River Public School Department when making decisions regarding weather related delays and closings, but we may not always make the same decision, as some closures are building specific.

## **School Breakfast and Lunch**

Scholars need good nutrition to be successful academically. Argosy Collegiate provides free breakfast and lunch for all scholars through the Community Eligibility Provision (CEP) of the National School Lunch Program (NSLP). Our food vendor is a nut-free, pork-free, and shellfish free provider. Vegetarian, gluten-free, lactose-free and allergen-friendly options are available with prior notification. We will always provide accommodations and substitutions for medically documented allergies. Scholars may choose to participate in the school meal program or bring their lunch from home. As a reminder, scholars do not have access to refrigeration or a sink. High School scholars do have access to a microwave.

## **Medical Records and Health Services**

Argosy Collegiate must remain in compliance with Massachusetts General Laws, which requires that scholars have a physical examination “within one year prior to entrance into school, or within 30 days after school entry, and at intervals of either three or four years after.” Before a scholar can enroll at ACCS, the school must have on file the following forms:

- **Massachusetts School Health Record:** This form indicates that a scholar has had a physical exam in the thirteen months prior to the start of the school year, is current with immunizations and has had a screening for vision, hearing and scoliosis.
- **Medication Order Form:** If a scholar must receive medication during the school day, this form must be completed. It provides physician directions for medication distribution/dosage and must be signed by the physician and a parent/guardian.
- **Emergency Planning Section of Health Profile:** This form must be filled out and signed by a parent/guardian so that the school may share information and/or contact a scholar’s physician and other professionals who work with the scholar in case of an emergency.
- **Health Profile:** This form provides important information about a scholar’s emergency contacts, health care providers, allergies, diagnoses, and medications. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent/guardian cannot be reached. **Scholars will NOT be allowed to attend school until this form is online.**

## **Health Services**

The school nurse or an appropriate designee will be at the school to administer medication to scholars who require it during the school day, and to provide counseling as needed on health-related issues, first aid to injured scholars, and care for ill scholars. Selected staff members are certified in Standard First Aid and/or CPR. In addition, the school has a relationship with a physician in Fall River who serves as an advisor to the school on selected medical matters.

Scholars who are required to take medication while in school must have a Medication Order Form on file. This applies to ALL medication, **including Tylenol, aspirin, asthma inhalers, EpiPens, and cough medicine or drops.** Medication must be provided directly to the School Nurse by a parent/guardian. Scholars are not allowed to possess medication at school unless noted, in writing, by their physician on their Medication Order Form.

While the School Nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances. Please refer to Argosy Collegiate's Health Department Policy which is maintained in the Nurse's Office of each campus.

### **First Aid Provision and Medical Emergencies**

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. Injuries requiring more extensive treatment will be taken care of at St. Anne's Hospital or the most appropriate facility as determined by Emergency Medical Services. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent/guardian or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is required that every scholar has a Health Profile on file.

Argosy Collegiate also files a Medical Emergency Plan with the Department of Elementary and Secondary Education, as required by state regulations. For a copy of this plan, please contact the school's main office.

### **Illness**

Argosy Collegiate requests that scholars do not come to school if they have a temperature over 100, have vomited within 24 hours or they have a communicable disease/infection (pink eye, influenza, etc.). If the school nurse believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact the family and ask them to pick up their scholar. Scholars should not, under any circumstances, communicate with a parent/guardian for a medical dismissal

from school directly via email or text. After visiting the nurse's office, the school nurse will document the visit and contact the parent.

### **Head Injury Policy**

The safety of all scholars is paramount to the administration and staff at Argosy Collegiate. Best practices include the most appropriate and effective management of all scholars' injuries which occur at or from a school sanctioned activity. These procedures follow safe and effective management of documented head injuries:

- Any scholar who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loss of consciousness even briefly shall be removed from the activity/situation immediately and may not return to activity for the day.
- The school nurse will assess the scholar for signs and symptoms of a possible concussion and contact the parent/guardian. No scholar who has sustained a possible head injury will be dismissed without evaluation.
- If symptoms of a concussion are present, the scholar will be referred to a healthcare provider and a copy of the concussion signs/symptoms checklist will be provided. Written medical clearance from a licensed health care provider will be required for a scholar to return to school.
- If symptoms of a concussion are not present upon assessment and observation, the scholar may be allowed to return to class, but may be asked to refrain from sports/activities for the day.
- When the scholar returns to school, the school nurse will review medical clearance documentation and assess any physical/academic accommodations recommended by a healthcare professional. If physical and/or academic accommodations are recommended, then a 504 meeting, under Section 504 of the Rehabilitation Act may be scheduled to implement the recommended accommodations.
- The School Nurse will communicate with teachers and school staff regarding medical directives, physical activity and academic participation.

### **Safety**

#### **Fire Safety and Evacuation Procedures**

In case of an emergency – if a scholar or staff member sees fire or smells smoke – he or she should close the door(s) and pull the closest fire alarm. Upon hearing the alarm, school staff assemble scholars in their rooms and proceed quickly and safely out of the building according to the fire evacuation plan posted in each room. Scholars should follow the direction of staff members who will verify the safety of the stairwells and lead scholars outside the building to the designated locations, where school staff will line up scholars by class and take attendance.

Argosy Collegiate also practices emergency events with scholars in case a threat is present inside the building. In conjunction with the Fall River Police Department, Argosy Collegiate



conducts emergency drills should an emergency event requiring a lockdown ever occur. During the start of the school year and then throughout the school year, scholars and staff will participate in fire, lockdown, and evacuation drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. During all practice drills or actual evacuations, scholars are expected to be silent at all times, unless they need to communicate to a staff member something of importance related to the evacuation itself or safety of scholars or staff.

### Attendance Policy

Argosy Collegiate Charter School's goal is to support scholars in attending school daily. Excessive absences, excessive tardies, and early dismissals will negatively affect a scholar's progress. Daily attendance is required so that scholars receive daily instruction and support. Simply doing "make-up" work does not give scholars the instruction and support they need to succeed. Parents play a key role in supporting attendance; please do not allow your scholar to miss a day of school except for serious illness. Please view the ACCS Annual Calendar so that you can plan for travel, vacations, and appointments for your scholar with minimum impact on learning time. We ask that families not schedule vacations or non-emergency appointments during school time. Additionally, senior scholars are expected to hold a 90% or higher attendance rate during their year of graduation.

#### Política de asistencia

In a situation when an absence or tardiness is unavoidable, please notify the main office as soon as possible either by calling and/or leaving a message 508-567-475 (middle school) or 774-955-5857 (high school) or by emailing [info@argosycollegiate.org](mailto:info@argosycollegiate.org).

- When a scholar is absent, a doctor's note will classify the absence as "excused with a doctor's note" in our records **but does not excuse the absence from the attendance record and therefore will be counted towards the absence tally.** All scholar absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc., count as absences.
- Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given permission.

On a case by case basis, the administrative team will fully review all circumstances that contributed to a scholar's absences as well as the annual academic progress and overall behavior of the scholar. Exceptions are made for court-mandated appearances with proper documentation, religious observances, and medical documentation from a healthcare provider indicating the reason for the absence. Additionally, scholars are afforded rights under Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Act ("IDEA") should their absences be related to a disabling condition. Other rare exceptions may apply. Questions

regarding Section 504 of the Rehabilitation Act are encouraged to be directed to the School Principal.

### **ATTENDANCE LETTERS**

When a scholar has accumulated **three (3)** absences in the school year, Argosy Collegiate’s Attendance Team will notify the family in writing of the scholar’s attendance status. The goal of this “Attendance Policy Reminder Letter” is to identify early barriers to good attendance and to maintain fluid communication between ACCS and its families.

When a scholar accumulates **three (3)** absences in **one quarter**, Argosy Collegiate’s Attendance Team will notify the family in writing of the scholar’s attendance status. The goal of this “Attendance Policy WARNING Letter” is to communicate the scholar’s recorded attendance, to reiterate the impacts of attendance on scholar learning, to encourage continued communication between families and ACCS, and to notify the family that continued absences at this rate will result in an overall attendance rate of less than 95% (missing more than 9 days of school).

### **ATTENDANCE SUPPORT PLAN MEETINGS**

When a scholar has accumulated **six (6)** absences in the school year, or **four (4)** absences in **one quarter**, Argosy Collegiate’s Attendance Team will contact the family to schedule an “Attendance Support Plan Meeting.” The goal of this meeting is to identify barriers to good attendance and to make an attendance plan that includes supportive interventions. A follow-up meeting with the team and family/scholar will be scheduled proactively as a checkpoint for intervention success.

### **MANDATORY ATTENDANCE INTERVENTION MEETINGS**

When a scholar has accumulated **nine (9)** absences in the school year, **six (6)** absences in **one quarter**, or when there has not been measured success with the attendance plan drafted during the “Attendance Support Plan Meeting,” the Argosy Collegiate Administration Team will schedule an “Attendance Intervention Meeting.” The goal of this meeting is to review the recommended interventions, to revise the attendance plan as needed, and to provide the family with additional resources/support. Outside agencies may be invited to attend this meeting as an added layer of support. A follow-up meeting with the team and family/scholar will be scheduled proactively as a checkpoint for intervention success.

### **PRELIMINARY CHILD REQUIRING ASSISTANCE (CRA) MEETING**

When a scholar has accumulated **more than twelve (12)** absences in the school year or when there has not been measured success with the attendance plan drafted during a previous attendance meeting, the Argosy Collegiate Administration Team may submit a preliminary Child Requiring Assistance (CRA) request to the Fall River Juvenile Court Magistrate for review.

In cases of excessive absences as described above, Argosy Collegiate Charter School is required to report truancy to local authorities/the juvenile court and legal sanctions may apply to parents who fail to ensure that their children attend school regularly.

Scholars who achieve less than 90% attendance over the course of the school year will be required to attend Summer Academy, and may be required to repeat the grade level due to lost learning time. ACCS has a school wide goal of at least 95% attendance and expects our scholar's to strive for excellence in reaching that as an individual goal.

Argosy Collegiate keeps accurate records of attendance and will make the records available for review by the Department of Elementary and Secondary Education (DESE) or the juvenile district court as needed. All questions regarding scholar attendance and attendance records should be directed to the Main Office.

### **Tardiness & Dismissal Policy**

Scholars who arrive late to school must check in at the Main Office before proceeding to their classroom. Scholars who bypass checking in at the Main Office upon a late arrival will receive an after school detention as this negatively affects attendance and nutrition counts. Additionally, tardiness is disruptive to the classroom environment and negatively impacts the scholar's ability to have a strong start to the day.

Scholars are on time if they walk through the door by 7:50am. Scholar Arrival begins at 7:40am, at which time the school's doors are opened for scholars, followed by homeroom at 7:50am.

Each time a scholar reaches **five (5)** tardies in an academic quarter, they will earn an after school detention. School administration will monitor and address tardiness as it occurs. Patterns of excessive tardiness will be addressed through Truancy Prevention Program interventions.

### **Early Dismissal Policy**

To minimize classroom interruptions we ask that parents/guardians and scholars who are 18 years old to avoid early dismissal whenever possible, making doctor's appointments on early dismissal days or school vacations. Parents and scholars are reminded that meeting graduation requirements, including attendance, are a priority when scheduling appointments.

Families are encouraged to consider the class period start and ending times when determining early dismissal requests. To minimize errors in the dismissal of scholars, unless in an emergency situation, we respectfully request no changes be made in transportation or dismissal times within 30 minutes of dismissal on any given day including early dismissal days.

When an early dismissal cannot be avoided, we ask that a parent/guardian contact the school two hours prior to the anticipated dismissal time. For security purposes, the parent or guardian must sign the scholar out from the Main Office before removing the scholar from school grounds. For safety reasons, anyone who is picking up a scholar must be listed on the Dismissal/Pickup Authorization Form and/or Scholar Emergency Contact Information sheet. The school reserves the right to request a form of legal identification (i.e., driver's license) before dismissing the scholar.

**Truancy Prevention Program**

The purpose of Argosy Collegiate Charter School's Truancy Prevention Program is to identify and enact necessary interventions that promote good attendance, guide scholars in achieving academic excellence, and provide families with resources to best support their scholar.

In line with the purpose of the ACCS Truancy Prevention Program, the following interventions will be implemented at each Truancy Prevention Marker.

<b>Truancy Prevention Marker: Excessive Tardies</b>
<p><b><u>Tardy Policy Follow-Up:</u></b></p> <ul style="list-style-type: none"> <li>● Oral Communication - <i>Tardy Intervention Phone Call and/or Meeting</i></li> </ul> <p><b><u>Interventions:</u></b></p> <ul style="list-style-type: none"> <li>● Notification to the family of the recorded tardies</li> <li>● Outlining the academic impacts of chronic tardiness</li> <li>● Identification of barriers to on-time arrival to school</li> <li>● Providing resources and supports to the family via outreach from the ACCS Social Worker and Student Support Team</li> </ul>
<b>Truancy Prevention Marker: 3 or More Consecutive Absences with No Contact from Family</b>
<p><b><u>Attendance Policy Follow-Up:</u></b></p> <ul style="list-style-type: none"> <li>● Enactment of the ACCS Attendance Policy based on the scholar's current attendance rate</li> </ul> <p><b><u>Interventions:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Interventions may include the following:</i> <ul style="list-style-type: none"> <li>○ Oral Communication with the family</li> <li>○ Oral Communication with emergency contacts listed in the scholar's record</li> <li>○ Home visit</li> <li>○ Communication to local authorities for safety/welfare check</li> </ul> </li> </ul>
<b>Truancy Prevention Marker: 3 Cumulative Absences</b>

**Attendance Policy Follow-Up:**

- Written Notification - *“Attendance Policy Reminder Letter”*

**Interventions:**

- Notification to the family in writing including an outline the ACCS attendance expectations

**Truancy Prevention Marker: 3 Absences in One Quarter**

**Attendance Policy Follow-Up:**

- Written Notification - *“Attendance Policy WARNING Letter”*

**Interventions:**

- Verifying the accuracy of the recorded attendance and making any revisions for absences that are excused with appropriate documentation.
- Outlining a trajectory for the year if the attendance pattern remains and discussing barriers to consistent attendance
- Outlining the benefits of consistent attendance, and reiterating the expectations for communication with the school surrounding attendance
- Identifying/implementing any necessary supports to increase scholar attendance

**Truancy Prevention Marker: 6 Cumulative Absences OR 4 Absences in One Quarter**

**Attendance Policy Follow-Up:**

- Oral Communication - *“Attendance Support Plan Meeting”*

**Interventions:**

- Family/Scholar meeting with appropriate school personnel (potentially including but not limited to the Nurse, School Counselor, School Social Worker, and a Dean Team member)
- Identifying remaining barriers to good attendance and developing a written plan for corrective action that includes any needed supports
- Reviewing current grades
- Proactively scheduling a future checkpoint meeting
- Reviewing the ACCS Truancy Policy and Prevention plan

**Truancy Prevention Marker: 9 Cumulative Absences, 6 Absences in One Quarter, OR when there has not been measured success with a previous attendance plan**

**Attendance Policy Follow-Up:**

- Oral Communication - *“Attendance Intervention Meeting”*

**Interventions:**

- Family / Scholar intervention meeting with the ACCS Administration team and other team members including but not limited to the Nurse, School Counselor, and School Social Worker
- Identifying continued barriers to good attendance
- Checking for needed revisions to corrective action plan

- Reviewing current grades
- Potentially inviting outside resource agencies to meet with the team and family / referring the family to outside supportive agencies, including but not limited to the Family Resource Center and/or Fall River Department of Children and Families
- The School Social Worker will review the scholar attendance with the Administration team and assist with recommendations and interventions
- Outlining Argosy Collegiate’s requirement to report truancy to the local courts

**Truancy Prevention Marker:** More than 12 Absences OR when there has not been measured success with a previous attendance plan

**Attendance Policy Follow-Up:**

- Written Notification - *Potential Filing of a Child Requiring Assistance (CRA) Form*

**Interventions:**

- Written Notification of a Pre-CRA request including all documented intervention markers

Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given permission.

Argosy Collegiate keeps accurate records of attendance and will make the records available for review by the Department of Elementary and Secondary Education (DESE) or the juvenile district court as needed. All questions regarding scholar attendance and attendance records should be directed to the Main Office.

**Transportation**

As a public charter school, Argosy Collegiate provides public school bus transportation for eligible scholars according to federal and state guidelines. To be transportation eligible, a scholar must live 1.5 miles from their respective campus “as the crow flies” - which is a straight line between the school campus and the scholar’s legal residence. Qualifying scholars will receive transportation information, including bus stop and schedule, at the start of the school year. They will also receive a list of transportation protocols and expectations. All scholars are expected to uphold the DREAM values while waiting at the bus stop and riding the bus to school. Foul language, violence and inappropriate/unsafe behavior will not be tolerated. Scholars who do not meet transportation expectations will receive a bus infraction, which will be addressed by the school. Argosy Collegiate works in partnership with our transportation provider to ensure scholar safety. Bus transportation is a privilege that can be revoked at any time if safety becomes a concern.

Scholars who walk to school should utilize crosswalks and crossing lights to ensure safety, especially when crossing a busy intersection.

For high school scholars who drive to and from school, scholar parking is not allowed on the left side of Snell Street nor in the staff parking lot. Scholars must abide by all Massachusetts Driving Laws. Failure to safely and courteously operate a vehicle can result in a variety of consequences.

Transportation is provided for all scholars who are attending early college courses at the Bristol Community College campus in Fall River. All other transportation arrangements should be approved by the Early College Programming and Career Development department.

### **Withdrawal Policy**

If a parent/guardian decides to withdraw a scholar from our program, a signed withdrawal form can be acquired and submitted to the Main Office, or an email communicating the withdrawal, along with the date and reason for the withdrawal can be sent to [info@argosycollegiate.org](mailto:info@argosycollegiate.org).

If a scholar is absent for eight (8) consecutive days during the school year or the first five days of the school year, and there has been no successful contact between the family and the school to explain his or her continued absence, Argosy Collegiate will assume that the scholar's enrollment at the school has discontinued.

Additionally, Argosy Collegiate will consider a scholar's enrollment within the school terminated if any of the following occur:

- a) The school is notified, either verbally or in writing, that a scholar's enrollment at Argosy Collegiate is ending OR
- b) Argosy Collegiate is notified by another educational institution that a child has elected to enroll at a new school

Families who are actively working with Argosy Collegiate to resolve the scholar's attendance issue may have a prolonged timeline for withdrawal at the discretion of the scholar's Principal.

### **Field Trips and School Events**

Field trips are considered an important part of our program, and include a variety of experiences such as visits to college/university campuses, museums, STEM events, Credit for Life events, local business learning walks, and other field trips.

Argosy Collegiate invests significant time and cost to provide scholars experiences both in and outside of the classroom, **therefore field trips are mandatory school days**. Scholars are marked absent if they opt out of attending a field trip. This absence counts towards the scholar's overall attendance.

One permission slip that covers the entire year’s events will be signed by a parent/guardian at the beginning of the school year. Safety is a school priority whether we are on campus or off. Scholar behavior will be taken into consideration for participation in any off-campus events. It may be asked of a parent/guardian that they accompany a scholar for an off-campus field trip if the scholar’s behavior has been disruptive or unsafe.

Whenever scholars are off-campus, they represent Argosy Collegiate, and therefore, our DREAM Values and behavior expectations apply. Scholars are expected to follow dress code directives for all off-campus events. Additionally, transportation expectations remain consistent..

If parents or other volunteers assist with such trips or events, scholars must afford these chaperones the same respect they would provide to teachers.

**School Dances, Proms and Awards Ceremonies**

Scholars who have an unexcused absence on the day of an event such as school dance may not be permitted to attend the event on that evening.

Permission slips which include uniform/dress guidelines, guest permissions, drug/alcohol policies, behavior expectations, and any other information pertinent to proms and dances will be signed by a parent/guardian. Please note, any scholar who forges a parent or guardian’s signature on any school communication will face detention or suspension.

**Dress Code Policy**

At Argosy Collegiate, we believe that structure is important in the day to day success of scholars, and this begins with our dress code. Our dress code policy sets the foundation for strong school culture to ensure a sense of community and develop a professional mindset for school. Senior scholars have expanded options and guidelines to allow for more self-expression as they demonstrate maturity and responsibility.

<b>Uniform Tops</b>
<ul style="list-style-type: none"> <li>● <b>Permitted:</b> <ul style="list-style-type: none"> <li>○ Argosy logo tops</li> <li>○ Argosy logo sweaters and fleece options                             <ul style="list-style-type: none"> <li>■ Argosy logo or plain, long sleeve t-shirts in school colors can be worn as layers under uniform shirts</li> </ul> </li> </ul> </li> <li>● <b>Not Permitted:</b> <ul style="list-style-type: none"> <li>○ Non-Argosy outerwear</li> <li>○ Sleeveless shirts, crop tops, and low cut shirts</li> <li>○ Hoodies</li> </ul> </li> </ul>
<b>Uniform Bottoms</b>
<ul style="list-style-type: none"> <li>● <b>Permitted:</b> <ul style="list-style-type: none"> <li>○ Khaki pants, joggers, khaki shorts/skirts, jeans, and jean shorts/skirts                             <ul style="list-style-type: none"> <li>■ All uniform bottoms must be blue, black, tan (khaki), or gray</li> </ul> </li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Shorts/skirts must be school appropriate, have a 6-inch + inseam, and be at least fingertip length</li> </ul> </li> <li>● <b>Not Permitted:</b> <ul style="list-style-type: none"> <li>○ Shredded garments or garments with holes, such as ripped jeans</li> <li>○ Leggings and biker shorts</li> <li>○ Yoga pants, and/or pajama bottoms</li> </ul> </li> </ul>
<b>Shoes</b>
<ul style="list-style-type: none"> <li>● <b>Permitted:</b> <ul style="list-style-type: none"> <li>○ Crocs, sneakers, boots with less than a 2 inch heel, and flats of any color</li> <li>○ On Gym days, sneakers are required</li> </ul> </li> <li>● <b>Not Permitted:</b> <ul style="list-style-type: none"> <li>○ Flip flops, slides, slippers, sandals, open-toed shoes, high heels, boots with heels, and wheelies</li> </ul> </li> </ul>
<b>Miscellaneous</b>
<ul style="list-style-type: none"> <li>● <b>Lanyards and ID:</b> Scholars must have their Argosy Collegiate lanyard with their school ID on their person at all times. Scholars receive one lanyard with their ID card at the start of the school year, and are expected to keep it in good condition. Replacements may be purchased from the main office for \$5.</li> <li>● <b>Accessories:</b> Scholars are permitted to wear jewelry, as long as it is school appropriate and safe. Hoop earrings larger than a quarter are not allowed for safety reasons. Fishnet and thigh high stockings are prohibited. Hats/ headwear and sunglasses of any kind are <b>not</b> allowed.</li> </ul>

**Additional Information:**

- **Head Wear:**
  - Once scholars enter the school building, the wearing of hats or head-wraps is not permitted unless it is in accordance with religious observation, a documented medical reason or related to extenuating circumstances. Hats worn in the school building will be confiscated and returned at a later time. Repetitive hat violations will result in a detention. Scholars are allowed to wear headbands if conservative/plain in nature. Bandanas are not permitted.
- **Where to purchase uniforms:**
  - Please click [this link](#) to SquadLocker, our online uniform store.
- **Seniors:**
  - Seniors are not required to wear Argosy tops, but they are welcome to, and are encouraged to wear Argosy gear and school colors. Seniors must follow the dress code policy. For more information, please refer to the [Senior Privilege Guidelines](#).
- **Collegiate Day:**
  - Scholars who have earned Collegiate Day may wear a college or university t-shirt/sweatshirt. Scholars who choose not to wear Collegiate Day apparel must be in full uniform.

**The following clothing articles are not allowed to be worn in school:**

1. Lengthy and/or heavy chains, earrings larger than a quarter
2. Spiked collar style necklaces, bracelets, or sharp-edged/jagged jewelry, sunglasses, or “roller shoes”
3. Clothing which exhibits language or designs which are explicit, violent, obscene, sexually suggestive, or offensive to individuals or groups
4. Clothing that depicts alcohol, tobacco, marijuana
5. Clothing that depicts illegal materials
6. Unprofessional clothing, such as short skirts or shorts, or visible undergarments “Muscle” shirts, midriff-baring outfits, tube tops, one shoulder tops, halter tops, plunging necklines, “spaghetti” straps, or “rolled” waist lines. Shorts/skirts must be school appropriate, have a 6-inch + inseam, and be at least fingertip length
7. Shredded garments or garments with holes, such as ripped jeans
8. Leggings and biker shorts
9. Yoga pants, and/or pajama bottoms

Administration will provide feedback on any other garments or accessories that may not be listed here.

For uniform questions or to request an accommodation, please contact the Main Office.

### **Uniform Checks and Violations**

During morning arrival all scholars are greeted by a staff member; during this greeting, scholars will also engage in a uniform/lanyard check. If a uniform violation has occurred and can be fixed on the spot (like recovering their school ID and lanyard), then the scholar earns a demerit. If the uniform violation cannot be fixed on the spot (wearing the wrong uniform), scholars will report to the Scholar Support Space where they will remain until the uniform violation is resolved. Scholars with repeated uniform violations will be subject to consequences, including after school detention. Scholars are expected to be in uniform when they walk through the door.

### **Designated Dress Down or Spirit Days:**

Occasionally, Argosy Collegiate scholars are offered a themed dress day for fundraising, recognition, or celebration. Like any other school day, a scholar’s dress and personal appearance should be consistent with a professional learning environment and not disrupt the educational process. It is important that scholars choose appropriate garments on these non-uniform days. Scholars may bring a ‘back-up’ garment if they have questions about the appropriateness of their dress down attire.

### **Eating/Drinking**

To maintain clean classrooms, to minimize damage to technology and to limit distractions, there is no eating during class outside of scheduled school meals. We encourage all scholars to practice healthy eating habits for breakfast, lunch, and snacks. Gatorade and Powerade are permitted during lunch. High sugar power/“energy” drinks (Monster, Redbull, etc.) and hot beverages are not permitted, including before and after school. Confiscated drinks or

other food items will not be returned. Parents/guardians should not drop off lunch for their scholar unless the scholar forgot their lunch box/lunch bag at home, as it is disruptive to the Main Office. Additionally, scholars are not permitted to order food and have it delivered to school.

All scholars are allowed to bring a clear water bottle to class. The cap must be secure and the bottle placed on the floor when ChromeBooks are in use.

Middle school scholars are not allowed to chew gum. Scholars who chew gum will be issued a detention. Scholars who repeatedly disregard this rule face more serious consequences or loss of privileges. High School scholars have the privilege to chew gum as long as they manage their trash appropriately. This privilege can be revoked at any time.

### **Scholar Cellular Phones/ Earbuds/ Smart Watches**

Scholars are allowed to bring their cellphones to school.

- **Middle school scholars** are expected to turn in their cell phones, smart watches, and other communication devices according to school policy during morning homeroom. Cell phones, smart watches, and other communication devices will be locked throughout the school day and returned to scholars at dismissal. Scholars who are found to be in violation of this policy will be subject to the school's progressive discipline policy.
- **High school scholars** are allowed to keep their cell phones, earbuds, and smart watches with them during the school day, and follow all guidelines.
  - Ringers and vibration need to be off and phones and earbuds out of sight during all classes.
  - Cell phones and earbuds may be used during lunch and transitions, to check messages, emails, etc.
  - Cell phones may not be used to film or record anyone within the school environment, or to make/accept live calls.
  - Cell phones and earpods should not divert scholar attention within the learning environment.
  - Any abuse of this privilege will be addressed by staff and reported to the Dean, as well as demerited. Scholars violating the policy will face a loss of privilege and consequence.

### **Technology and Acceptable Use Policy**

Argosy Collegiate provides every scholar with a Chromebook to use as an educational tool both at home and at school. The Chromebook and charger are considered school property and are loaned to scholars during the school year. These items are the responsibility of every scholar while they are in a scholar's possession. If they are lost, stolen, damaged or vandalized through negligence on a scholar's part, the scholar and the scholar's family will be responsible for the cost of replacement or repairs, as determined by the school.

Activity on each device is monitored and subject to all school policies outlined in this handbook. The school makes every effort to ensure network security and provides all scholars with guidelines for acceptable use. The school is not responsible for content on external networks. Scholars are expected to use the internet responsibly and keep their personal information, including passwords, private. Concerning messages or activity should be reported to school staff immediately.

Even when it is not connected to the school network, activity on each school device is still monitored. Access to technology is a privilege that can be revoked at any time. Illegal activity, inappropriate internet searches, password sharing, cyber bullying (in accordance with M.G.L. c.71 ~ 370.), plagiarism, network tampering and intentional vandalism will result in immediate loss of technology privileges. Argosy Collegiate complies with current legal policies regarding the use of technology in schools and will coordinate with local law enforcement regarding illegal activity. Violation of the school's technology policy may result in disciplinary action, up to and including, expulsion based on the severity of the offense.

### **Bathroom Procedures**

Scholars are expected to alert their teachers when they need to use the bathroom. Scholars may not be given immediate permission to use the bathroom during class periods when direct instruction is occurring so that they don't miss out on valuable instruction. Scholars will have sufficient time during homeroom periods, and during breakfast and lunch to use the bathroom. Scholars are not permitted to use the bathroom during the first and last five minutes of each class period as these times require the engagement of all scholars in the learning activities presented.

### **State and Federal Requirements**

At Argosy Collegiate, we believe that every child who walks through our doors can and will succeed. ACCS staff and administration will work diligently and effectively to partner with parents/guardians as part of their scholar's Special Education Team. The Special Education Team's goal is to recommend applicable support services based on appropriate testing and assessments. These supports must meet the unique needs of each scholar with a disability. The intent and purpose is to assure an educational program in the least restrictive environment that will immediately provide the services on the accepted Individual Education Plan (IEP).

Argosy Collegiate adheres fully to the state and federal requirements of the Individuals with Disabilities in Education Act (IDEA 2004) which outlines the laws and regulations that are meant to protect a student with disabilities and ensure that they get the services and assistance that may be necessary to make effective progress.

Therefore, it is our mission to determine and provide the support that each scholar requires in order to meet the academic, behavioral, and social expectations of our rigorous program. Toward these ends, we have a comprehensive Scholar Support program that provides scaffolding for scholars based on each individual's particular disability.

The Argosy Collegiate Scholar Support Department consists of the Director of Student Services, Assistant Directors of Student Services, a School Psychologist, School Adjustment Counselors, Crisis Intervention Counselors and Special Education teachers. We work collaboratively with outside providers for consultations, evaluations and service provisions specific to the needs of our scholars, including but not limited to: speech and language, occupational therapy, physical therapy, and Autism specialists.

Argosy Collegiate's Scholar Support program is led by a Director of Student Services in partnership with Assistant Directors of Student Services, who meet regularly with all support staff and general education teachers to review curriculum materials, support teachers in modifying their content and making accommodations to its delivery, review the progress of scholars on IEPs, and maintain communication with parents/guardians.

Scholars on IEPs are regularly assessed in their progress toward their goals and benchmarks through progress reports written by support staff with input from grade level teachers. Progress reports are required to be sent at least as often as parents are informed of their non-disabled child's progress.

Families with questions about Special Education or accommodation programs at Argosy Collegiate are encouraged to contact the Assistant Directors of Student Services by calling the main office of either campus.

### **Requesting an Evaluation**

A scholar may be referred for an evaluation by a parent or any person in a care-giving or professional position concerned with the scholar's development. All interventions, instructional practices and accommodations will be documented in the Response to Intervention (RtI) process if the referral for special education has been put forward by Argosy Collegiate staff. RtI can also be implemented in conjunction with a referral for evaluation.

Once a formal referral for evaluation has been expressed, either orally or in writing by a parent or other person in a care giving capacity, Argosy Collegiate may not delay the provision of said evaluation. Argosy Collegiate must promptly and without delay send notice and seek permission to conduct an initial evaluation for special education eligibility. Argosy Collegiate has five (5) school working days from receipt of referral to respond to the request. Parent/guardian consent for evaluation must be obtained before initiating the evaluation.

## **Title II of the Americans with Disabilities Act and Section 504 Plans**

Argosy Collegiate guarantees every child access to a Free and Appropriate Public Education (FAPE) by ensuring that all children are able to participate and be included in all activities, programs and services regardless of disabilities. This support includes accommodating eligible scholars, employees, applicants, and members of the general public in whatever methods that will provide access free from bias or discrimination.

Scholars who are eligible for Section 504 Plans are offered accommodations which are implemented by all staff and facilitated by ACCS' 504 Plan Coordinator - School Principal, and monitored for compliance by our 504 Plan Compliance Officer, the Director of Student Support Services, who may be contacted for questions or further information. Inquiries, requests, and complaints should be directed to the 504 Compliance Officer.

### **English Learners**

English Learners (EL) benefit greatly from our intensely focused literacy and support program for all learners. Supporting EL scholars includes the three tiers of language (structure, language or grammar, and vocabulary) as well as the four domains of language (reading, writing, speaking, and listening).

Within our support staff, our MA licensed EL teacher(s) works to not only identify levels of language development, but also to support scholars' progress and achievement in many ways including, creating schedules and individualized goals, providing instructional support for both scholars and staff, and tracking scholar achievement data.

Our support staff works to support EL scholars both in the general education classroom as well as one-on-one or in small group learning opportunities. We comply with all federal laws related to the education of ELs, but beyond that, we do whatever it takes for our EL scholars to make the academic progress they need to be successful at Argosy Collegiate. Inquiries are encouraged to be directed to the Director of Student Support and the School Principal.

Argosy Collegiate annually assesses the English proficiency of all EL scholars according to NCLB, Title I, and Title III Title VI, G.L. c. 69, 71A , 7; 603 CMR 14.02. In addition, Argosy Collegiate assesses the reading, writing, speaking, and listening skills of ALL EL scholars, even those who have opted out of EL services.

### **Curriculum and Instruction**

#### **Courses:**

- **Middle School:** Scholars participate in English Language Arts, Mathematics, Science, and Global Literacy or Civics (Grade 8) courses. Additional special subjects include physical education, health, art, and collegiate skills.

- **High School:** Scholars' academic schedule is developed with advisement from their Early College Program Academic Advisor to ensure a course selection and sequence that meets the MassCore Program within a four year program (see the [High School Course Catalog](#) for more details). Scholars who require additional time to meet the graduation requirements will be supported as appropriate through credit recovery or extended high school programming.

### **Assessment and Grading**

Assessments that are valid, reliable, fair, and consistent are important to effective instruction and academic progress for scholars. Argosy Collegiate uses a variety of assessments to continually improve the school's academic program. We use assessments to support scholars' progress toward 12th grade college and career readiness goals and work to support all scholars to that end.

Scholars are assessed in a variety of ways including standards-based interim assessments, classwork/activities, classroom discussions, presentations, essays and other writing assignments, homework, quizzes, unit tests, unit or end of year exams, etc. Instructional staff also use classroom-based diagnostic tools such as reading inventories to identify scholars' strengths and areas for growth. Argosy Collegiate uses the following assessment tools and progress reports to keep families informed of their scholars' academic and social progress:

- **Massachusetts Comprehensive Assessment System (Next-Generation MCAS).** ACCS scholars are held to the same standards as-all public school students in the Commonwealth of Massachusetts, which means they take the MCAS each spring as required by the Department of Elementary and Secondary Education.
- **Northwest Education Association, Measures of Academic Progress (NWEA MAP).** MAP assessments are administered in the fall, winter and spring of each school year. MAP provides important data regarding scholars' progress in mathematics, reading, and science. The assessment also provides a measure of readiness for the MCAS assessments and advanced coursework such as college-level courses, as well as identification for additional interventions through reading and mathematics Support Blocks (MS) and clinics (HS). MAP reports are provided to families throughout the school year.
- **Classroom-based Assessments and checks for understanding:**
  - Exit tickets, quizzes and checks for understanding: Quick checks for understanding are part of daily instruction and allow scholars and teachers to measure individual and class progress on a given concept, strategy, or skill.
  - Unit-based assessments: Scholars are evaluated after units of study to determine their levels of proficiency on the target standards and to inform the potential need for additional instruction.
  - Midterms and Final Exams: High school scholars take these cumulative exams that measure proficiency on the target content standards for that time

period. Daily schedules may be adjusted to accommodate the testing schedules.

- All testing accommodations and modifications as described on scholars' Individual Educational Plans or 504 plans are consistently followed for all graded assessments to ensure valid and reliable assessment information.
- **Report Cards:** The partnership between families and the school is critically important to the success of our scholars. To support this partnership, we encourage families to reach out at any point during a school year with questions or concerns about scholars' academic or social progress.
  - At the middle school, report cards are issued quarterly - four per year. At the high school, report cards are issued at the end of semester 1 and semester 2. Please see the school calendar for specific dates. At both campuses, families are invited to participate in Family-Teacher Conferences at each report card release to discuss achievement, progress, and share information that can support scholar achievement. Scholars and families also have access to grades throughout the school year through the School Brains portal, [linked here](#).
    - Teachers may provide families with progress reports periodically through the school year to provide a snapshot of scholars' academic progress.
  - **Weekly Collegiate Reports.** ACCS sends a weekly Collegiate Report home with middle school scholars and emails a report to high school scholars. This report provides a means of communicating scholars' social and behavioral standing over a given school week. The Collegiate Report shows scholars' weekly points earned through the LiveSchool merits and demerit system. Scholars earn DREAM points that can be used as dollars in the school store. Scholars who earn more merits than demerits in a given week may also participate in Collegiate Day and wear college-themed garments. The Deans of Students are available to review scholars' Collegiate Reports to provide more information about a scholar's areas of strength and areas for improvement in terms of meeting school expectations. Scholars who are subject to school discipline may lose Collegiate Day privileges, including access to the school store.

For questions about the assessments we use and administer, please contact our Directors of Academic Achievement.

## **Grading**

At ACCS, our academic expectations are high for all scholars as our college-bound mission drives our programming. We work quickly and consistently to identify skill levels for each scholar and utilize differentiated materials and instructional practices to challenge and reach all learners. We expect all scholars to work hard no matter their learning styles or level of mastery at any given time. Our grading policy is designed to create good habits of



study, organization, and learning strategies. We use a point-based system in which each assignment, learning task, and assessment contributes points to an overall goal number. Each course syllabus provides a breakdown of the points system for that specific course.

- Grading of scholars with disabilities is based on their individual IEP objectives and goals. Parents receive reports on scholar-progress towards reaching their goals set in the IEP at least as often as parents of non-disabled scholars are informed (according to State Requirements 603 CMR 28.07(3)).

### Grading Scale

Summative grades are calculated based on the percent of total points earned for a given course. The tables below show the middle school and high scholar grading scales. The high school grading scale also shows the additional grades that are part of the Bristol Community College Grade Scale.

#### Middle School

Argosy Collegiate Charter School Grading Scale					
A+ 97 - 100	4.0	B+ 87 - 89	3.3	C+ 77 - 79	2.3
A 93 - 96	4.0	B 83 - 86	3.0	C 73 - 76	2.0
A- 90 - 92	3.7	B- 80 - 82	2.7	C- 70 - 72	1.7
F 69 or below		CR - Credit			
I Incomplete		NCR - No Credit			
EX- Exempt					

#### High School

Argosy Collegiate Charter School Grading Scale					
A+ 97 - 100	4.0	B+ 87 - 89	3.3	C+ 77 - 79	2.3
A 93 - 96	4.0	B 83 - 86	3.0	C 73 - 76	2.0
A- 90 - 92	3.7	B- 80 - 82	2.7	C- 70 - 72	1.7
F 66 or below		<b>BCC Grade Scale</b>			
I Incomplete		D - 63-66.1			
		D - 60-62.7			
		F - 59 and below			

### Grading of Early College Courses

Argosy Collegiate Charter School partners with Bristol Community College to offer early college courses for eligible Argosy Collegiate scholars. Grading of these courses is at the discretion of the Bristol Community College professors and subject to the Bristol Community College grading rubric. Eligibility for these courses is dependent on prior scholar performance in the areas of academics, attendance, and behavior. All final course grades from Bristol Community College are reflected on the scholar's official high school transcript. Scholars who wish to contest a grade assigned by Bristol Community College must contact the professor of that course with the assistance of our Early College Programming and Career Development Office. Argosy Collegiate cannot change any grade without an official transcript from Bristol Community College confirming the changed grade. Scholars who receive a grade of Incomplete (I) are expected to submit all missing work to the professor of the course.

If a scholar needs to withdraw from a Bristol Community College course(s), the office of Early College Programming and Career Development provides support and guidance.

Please see our Early College Handbook [[linked here](#)] for more information regarding this process and procedure.

### **Middle School Promotion Policies**

Promotion to the next grade level is granted based on a holistic view of scholars' attendance, academics, and progress towards DREAM values. Middle school scholars who fail one or more classes, and/or have significant absences are at risk for retention. A retention team meeting will be conducted that may include the scholar, family, administration, teachers, and applicable support staff to determine readiness for matriculation to the next grade level.

### **High School Coursework**

#### **Graduation Requirements**

ACCS offers a rigorous Early College preparatory curriculum that develops both college readiness and independence. Scholars must earn 26 credits to satisfy graduation requirements. Please see the table below for specific courses.

Each full year course is 1 credit and semester courses are equivalent to 1 or .5 credits depending on the course. Scholars must also successfully complete four units of physical education and two units of health. Scholars must attend at least 90% of school days during their senior year. Further, scholars must successfully complete the Know Your Ropes program and complete 40 hours of community service (10 hours per year). We also strongly encourage and support all scholars to enroll in early college courses in order to earn as many transferable college credits as possible.

<b>Argosy Collegiate Charter School Graduation Requirements</b>	
Argosy Collegiate offers a comprehensive and rigorous early college curriculum that builds curiosity and knowledge. The graduation requirements are based on the MassCore.	
<b>Core courses</b> <ul style="list-style-type: none"><li>• 4 units of English</li><li>• 4 units of Math</li><li>• 3 units of Science</li><li>• 3 units of History</li></ul>	<b>Electives</b> <ul style="list-style-type: none"><li>• 4 units of Physical education</li><li>• 2 units of Health</li><li>• 1 unit of Art</li><li>• 2 units of World Language</li><li>• 2 units of Know the Ropes (<i>financial literacy/College career readiness</i>)</li></ul>
<b>Other</b> <ul style="list-style-type: none"><li>• 10 hours of community service per year</li></ul>	

- Earn the required competency determinations on the high school MCAS exams in mathematics, ELA, and science.
- 90% or higher attendance rate during the school year

All scholars are expected to meet the local graduation requirements in order to participate in senior events and graduation (including walking in the commencement ceremony), unless otherwise determined by the scholar’s Individualized Education Plan Team and written in the scholar’s IEP.

The Massachusetts Education Reform Law of 1993, state law, G.L. c. 69, § 1D, requires that all scholars who are seeking to earn a high school diploma must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. Massachusetts uses the Massachusetts Comprehensive Assessment System (MCAS) as the CD. Scholars must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Lastly, scholars must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering. If a scholar is unable to meet local graduation requirements or successfully meet the benchmarks of Competency Determination, he or she will not be eligible to receive a high school diploma. It may be determined that a scholar needs more than four years to earn their high school diploma.

### High School Promotion Policies

Promotion to the next grade level in the high school is dependent on the number of core course credits earned each year. At the high school level, one core class is defined as a two semester course or one full-year course.

Scholars earn course credit through a passing grade. Scholars who are not promoted to the next grade level per the guidelines on the table below will be retained in their grade level. Their year of graduation - based on their entry year of high school- will stay the same. Scholars may use credit recovery or course retakes to remain eligible for their original year of graduation. Scholars who do not recoup credits in time to qualify for their original year of graduation may continue onto the next year (up to age qualification based on DESE guidance).

Promotion to:	Minimum Course Credits Earned	Additional information regarding required core credits Core classes include English, Mathematics, History, and Science
10th grade	4	Scholars must receive credit for 3 core classes, including

		English I and Algebra I, and an elective to matriculate to 10th grade.
11th grade	8	Scholars must have completed 2 units of English, 2 units of Math, 1 unit of science, and 1 unit of history and 2 electives to matriculate to grade 11.
12th grade	17	Scholars must have completed a minimum of 10 units of core classes, 1 unit of foreign language ( <i>or eligibility to enroll in a college level foreign language</i> ), and 6 elective units.

*\*Individual scholar transcripts may be evaluated when determining grade level promotion to account for individual circumstances.*

**High School Credit Recovery**

Scholars will receive credit for all passed courses. Scholars who earn course credit may take the next class in the subject area sequence even if they are not promoted to the next grade level. Argosy Collegiate offers the following pathways to credit recovery for scholars who need to recover credit for a failed course.

<b>Credit Recovery Pathways</b>		
<b>Extended School Year</b>	<b>Credit Recovery Course</b>	<b>Retake course</b>
Eligible scholars participate in an extended school year program following the last day of school.	Eligible scholars may be enrolled in a credit recovery course to recoup credit in a course that was failed. These credit recovery courses will be held during the regular school day as an additional course section. Credit recovery courses must be completed within the semester a scholar is enrolled. If the pacing requirement is not met, the scholar will be withdrawn and assigned the full-year repeat course.	Scholars who do not meet the eligibility requirements for the other credit recovery programs will retake a failed course to earn the required credit.
<b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>- Final grade in the failed course between 60 - 66.99</li> <li>- Sufficient attendance in course (not identified as chronically absent)</li> <li>- Scholars must complete all components of the Extended School Year program to earn remaining</li> </ul>	<b>Eligibility Requirements</b> <ul style="list-style-type: none"> <li>- Final grade in the failed course between 50.0 and 59.99</li> <li>- Sufficient attendance in original course (not identified as chronically absent)</li> <li>- Scholars may take up to 2 credit recovery courses per</li> </ul>	

course credit including attendance.	year. - Not available for English I and Algebra 1	
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Scholars need to take at least four courses each semester except for scholars repeating the 12th grade. Repeating 12th grade scholars may be eligible to graduate after the first semester if the schedule and required number of credits needed allow for this.

**Dropout Prevention Supports**

ACCS offers a variety of supports to prevent scholars from ending their high school career prematurely. There are several factors that would identify scholars as high risk of dropping out, including:

- Requiring a 5th year or an extended high school option to graduate
- Missing 2 or more credits when entering 12th grade
- Expressing intent to disenroll
- Accumulating absences that amount to more than 10% of their senior year
- Failing to complete the minimum number of service hours

Preventative supports include individual check-in schedules, parent meetings, individualized graduation plans, credit recovery options, and extended school year opportunities. Other plans based on individualized situations may be developed that support the scholar while adhering to graduation requirements.

**Response to Intervention**

Argosy Collegiate is committed to the academic success and social-emotional well-being of all scholars. If a scholar does not appear to be making adequate progress, a team of teachers may engage in the Response to Intervention (RtI) process to find solutions to support scholar progress. RtI is a means of identifying, documenting, and assessing various interventions meant to enable teachers to best serve all scholars and allow for scholar progress. Several rounds of RtI and tiers of intervention may be engaged in order to support scholar progress in the curriculum.

**Behavior Expectations – Code of Conduct**

**Our DREAM Values**

Argosy Collegiate’s mission is for 100% of our scholars to be prepared for college, career, and life. Recognizing this mission requires a strong school culture which provides a respectful school environment and an atmosphere conducive to academic excellence. The school’s rigorous academic program is supported by school-wide, behavioral expectations to which all community members are held accountable. These expectations are derived from our DREAM Values – **Determination, Respect, Excellence, Altruism, and Maturity.**

Specifically, scholars are expected to demonstrate these five values:

**Determination:** Show Determination by always doing your personal best, and completing what you set out to do.

**Respect:** Show Respect to yourself, your classmates, the teachers, the staff, and your school.

**Excellence:** Show Excellence by consistently meeting and striving to exceed expectations of high quality performance.

**Altruism:** Show Altruism by being unselfish, supportive of others, working toward the greater good of the community, and genuinely celebrating the achievements of others.

**Maturity:** Show Maturity by making positive choices, embracing feedback and guidance, accepting consequences, and owning your success.

Our behavior management system is grounded in the belief that scholars are capable of making good choices. We have created and implemented a merit and demerit system that motivates scholars to do their best. Within this system, “merits” are earned for positive behavior and “demerits” are earned for negative behavior. Scholars earn incentives and receive consequences for their actions throughout the day. All scholars and staff utilize the same system across campuses to ensure consistency and promote high expectations for all scholars.

### **How does the merit/demerit system in LiveSchool work?**

LiveSchool is a website and app that helps Argosy Collegiate create a positive learning environment. Argosy Collegiate staff log points for positive behavior and hard work, as well as document negative behavior. Scholars and parent/guardian(s) are given access to Live School at the start of the year via their own usernames and passwords and information is updated in real time. Each week, ACCS sends a Liveschool Collegiate Report home with middle school scholars and emails a report to high school scholars to communicate behavioral strengths and areas of improvement.

### **Bullying Prevention and Intervention Plan (BPIP)**

Argosy Collegiate Charter School adheres to an *Act Relative to Bullying in Schools* which was endorsed by Governor Patrick on May 10, 2010. ACCS is in compliance with the new anti-bullying legislation (as required by M.G.L. c. 71, § 37O).

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

Parts of the law (M.G.L. c. 71, § 37O) that are important for scholars and parents or guardians to know are described below.

- (a) The right of an individual to report to appropriate authorities a crime committed by a scholar or another individual.
- (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a scholar or other persons alleged to have committed a crime or posing a security risk.
- (c) The exercise of an individual's responsibilities as a mandated reporter of child abuse/neglect pursuant to MGL c. 119, s 51A to the appropriate state agency.
- (d) The protection afforded publicly funded scholars under other state or federal laws, including those laws that provide for the rights of scholars who have been found eligible to receive special education services.
- (e) Any teacher, employee or agent of a public education program from using reasonable force to protect scholars, other persons or themselves from assault or imminent, serious physical harm.

Argosy Collegiate Charter School's Bullying Prevention and Intervention Plan (BPIP) has been formalized and submitted to the Department of Elementary and Secondary Education and includes the above listed requirements. Copies of our BPIP Handbook and reporting forms are available on our website and in the main office.

### **Safety Searches**

In order to maintain the security of all its scholars, Argosy Collegiate reserves the right to conduct searches of its scholars and their property. School cubbies, lockers, and desks, which are assigned to scholars for their use, remain the property of the school and scholars should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time. Random or specific searches of backpacks/book bags may be performed to ensure the safety of all scholars and staff in the building. If searches are conducted, the school will inform the scholar's family and ensure scholar privacy to the extent possible.

### **Behavior Detentions**

All detentions are held after school on specified days from 3:00-3:45 pm. The scholars' parent/guardian(s) will be given ample notice to make arrangements as needed for alternative transportation. Detentions may be held by administration or the scholar's classroom teacher. Scholars who skip a detention are subject to further disciplinary action at the discretion of the Dean Team.

### **Academic Integrity Policy**

Argosy Collegiate requires scholars adhere to the tenets of academic integrity at all times. The following actions are examples of violations of academic integrity and will be subject to disciplinary actions.

- Copying other scholars' work on assignments or homework;
- Allowing another scholar to copy assignments or homework;
- Cheating on exams, quizzes or other assessments by using resources inappropriately, and/or seeking other's help to complete the assessment including through note-passing, verbal exchanges, or technology devices;
  - Scholars who assist other students in answering questions during assessments are also violating the academic integrity code of conduct.
- Copying work including from online sources, other scholars, or other sources that are not identified; this includes, but is not limited to term paper sites, translations sites, and Artificial Intelligence (AI) resources

If scholars are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction or support. Specific guidelines regarding plagiarism are reviewed with scholars.

The school will determine appropriate consequences for violations of academic integrity and may include suspension and loss of credit for the assignment or assessment. Incidents of significant and/or repeated violations of academic integrity will be recorded on a scholars' permanent record. Scholars who provide work that is copied or plagiarized are also subject to disciplinary consequences.

Scholars may be required to complete the plagiarized assignment to meet the teacher's criteria and benefit from the academic practice, but may not receive full credit.

### **In-School Suspensions (ISS)**

The purpose of our behavior policies are to diminish behaviors that get in the way of learning. When demerits or detentions aren't working or when a scholar demonstrates a behavior that requires a consequence more serious than a demerit or a detention, an In-School Suspension (ISS) may be issued, depending on the infraction or the repetitive nature of infractions. When a scholar serves an ISS, they are required to complete the day's assignments as well as any behavior and reflection packets that the Dean deems appropriate for the scholar and the code of conduct violation.

### **Due Process: In-School Suspensions**

An in-school suspension is a removal of a scholar from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the scholar of the disciplinary offense charged, the basis for the charge, and provide the scholar an opportunity to respond. If the administrator determines that the scholar committed the disciplinary offense, the



administrator will inform the scholar of the length of the scholar's in-school suspension, which may not exceed 10 days, cumulatively or consecutively in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent/guardian(s) orally of the disciplinary offense, the reasons for concluding that the scholar committed the infraction, and the length of the in-school suspension. The administrator may also invite parents to a meeting to discuss the scholar's academic performance and behavior, strategies for scholar engagement, and possible responses to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the scholar and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

### **Out of School Suspension (OSS)**

Suspensions may be short term or long term. Short term suspension means the removal of a scholar from the school premises and regular classroom activities for ten (10) consecutive or cumulative school days or less. Long term suspension means the removal of a scholar from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a scholar from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Argosy Collegiate's policy is that after five suspensions, either in or out of school, the scholar may be out-of-school suspended for each subsequent offense. A Principal or Dean of Scholars may, at his/her discretion, allow a scholar to serve a long-term suspension in school. During the course of an out-of-school suspension from school, a scholar may not be on school premises unless an arrangement with school administrators has been made. During the course of an in-school or out-of-school suspension, a scholar is ineligible to participate in any

school-related activities, including athletic activities. The scholar and his/her parents are expected to meet with a school administrator prior to the scholar's return to class.

### **Infractions Warranting Out of School Suspension:**

If a scholar commits one of the infractions listed below, the scholar may receive an out of school suspension. In every case of scholar misconduct for which suspension may be imposed, the Principal and the Dean of Students are required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the scholar in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. Under the Fourteenth Amendment to the Constitution, scholars are guaranteed due process and fair treatment at school. Therefore, prior to a school administrator taking disciplinary action against a scholar, the school administrator shall provide the scholar with appropriate due process. Infractions include but are not limited to:

- disrespect of a fellow scholar
- disrespect of faculty, staff, or school transportation provider
- disrespect to school property
- cheating or plagiarism, or copying of anyone else's work [including but not limited to the use of language translation sites, term paper sites on the Internet, and Artificial Intelligence (AI) resources.]
- use of a cell phone or other electronic communication device during school or during a school-sponsored activity
- damaging, destroying, or stealing personal or school property or attempting to do so
- committing sexual, racial, or any other form of harassment or intimidation
- bullying
- truancy, including intentionally missing Homework Support or detention
- excessive demerits and/or repeated after school detentions
- using abusive, vulgar, or profane language or treatment
- making verbal or physical threats towards scholars, staff, or the school
- fighting, pushing, shoving, or unwanted physical contact
- setting off false alarms or calling in groundless threats
- gambling
- departing, without permission, from class, floor, building, or school-sponsored activity
- unauthorized use of the building elevator
- forgery of any sort, including parental signatures
- inappropriate use of technology
- repeated and fundamental disregard of school policies and procedures
- using or possessing drug paraphernalia including but not limited to: pipes, needles, and cigarette papers
- using or possessing over-the-counter medication inappropriately
- using or possessing tobacco products including e-cigarettes and vaping devices
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)

- Assault on teachers, administrative staff or other educational personnel.
- possession of a dangerous weapon\*

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a scholar’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any scholar who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Principal. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.) Upon the issuance of a criminal or felony delinquency complaint against an Argosy Collegiate scholar, the Executive Director may suspend such scholar for a period of time determined appropriate by the Executive Director if he or she determines that the scholar’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. Upon an Argosy Collegiate scholar being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal may expel said scholar if the Principal determines that the scholar’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. For more information on scholar and parent/guardian rights pertaining to due process, please refer to Appendix A.

In addition, our rules and regulations are based on a system of escalating consequences. This means that penalties may increase after repeat offenses. These may be enforced in addition to a suspension, whether in or out of school. Escalating consequences are school-specific and may or may not include:

- community service to the school before or after regular school hours
- an individualized behavior intervention or management plan
- in-school reflection
- lunch detention
- loss of hallway privileges
- writing and delivering an apology to the school community
- a behavior contract between the scholar and school

### **Due Process: Short Term, Out of School Suspensions**

Except in the case of an Emergency Removal, prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the scholar and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the scholar and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense
- b) the basis for the charge
- c) the potential consequences, including the potential length of the scholar's suspension
- d) the opportunity for the scholar to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the scholar's explanation of the alleged incident, and for the parent to attend the hearing
- e) the date, time, and location of the hearing
- f) the right of the scholar and the scholar's parent to interpreter services at the hearing if needed to participate.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The scholar also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the scholar's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the scholar.

4. Decision: The administrator will provide written notice to the scholar and parent of his/her determination and the reasons for it, and, if the scholar is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

### **Due Process: Long Term, Out of School Suspension**

Except in the case of an Emergency Removal provided on page 33 prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an

administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include the following:

- a) In advance of the hearing, the opportunity to review the scholar's record and the documents upon which the administrator may rely in making a determination to suspend the scholar or not.
- b) the right to be represented by counsel or a lay person of the scholar's choice, at the scholar's/parent's expense.
- c) the right to produce witnesses on his or her behalf and to present the scholar's explanation of the alleged incident, but the scholar may not be compelled to do so.
- d) the right to cross-examine witnesses presented by the school district.
- e) right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the scholar or parent upon request.
- f) the right to appeal the administrator's decision to impose long-term suspension to the Executive Director.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the scholar's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the scholar.

3. Decision: Based on the evidence, the administrator will determine whether the scholar committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the scholar and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the scholar on a long-term basis, the written determination will:

- a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing
- b) Set out the key facts and conclusions reached
- c) Identify the length and effective date of the suspension, as well as a date of return to school
- d) Include notice of the scholar's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days)
- e) the scholar of the right to appeal the administrator's decision to the Executive Director or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of

communication where appropriate, and will include the following information stated in plain language:

- the process for appealing the decision, including that the scholar or parent must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the scholar or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days
- the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

### **Emergency Removal**

If a scholar's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school and in the administrator's judgment there is no alternative available to alleviate the danger or disruption, a scholar who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal. The administrator will immediately notify the Executive Director in writing of the removal and the reason for it, and describe the danger or disruption by the scholar. The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate (within 24 hours) and reasonable efforts to orally notify the scholar and the scholar's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters
- Provide written notice to the scholar and parent as provided in Appendix A as applicable
- Provide the scholar an opportunity for a hearing with the administrator, as applicable, and provide the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, scholar, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.
- An administrator may not remove a scholar from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the scholar's safety and transportation. Suspension/Expulsion: Under certain circumstances, scholars may be subject to suspension and/or expulsion by the Principal and/or Executive Director as explained below. Scholars are subject to suspension and/or

expulsion (i.e, permanent exclusion) by the ED for the conduct listed below. (See also, M.G.L. ch. 71, §37H and §37H½).

**Expulsion by the Principal pursuant to M.G.L CH.71 §37H and 37H½**

***I. Definition of Expulsion***

Expulsion is defined as the removal from Argosy Collegiate for more than 90 school days, indefinitely, or permanently at the discretion of the Principal. M .G. L. c. 71 §37H provides the Principal with the authority to expel students for offenses that are delineated below:

**MGL CHAPTER 71: SECTION 37H:**

- (a) Any scholar who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school, by the Principal.
- (b) Any scholar who assaults an administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including educational athletic games, may be subject to expulsion from the school or school district by the Principal.

**MGL CHAPTER 71 SECTION 37H 1/2:**

- (a) Upon the issuance of a criminal complaint charging a scholar with a felony or upon the issuance of a felony delinquency complaint against a scholar, the Principal of a school in which the scholar is enrolled may expel such scholar for a period of time determined appropriate by said Principal if said Principal determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

**MGL CHAPTER 71 SECTION 37H ¾:**

- (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.
- (b) Any Principal, Headmaster, Superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.
- (c) For any suspension or expulsion under this section, the Principal or Headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the Principal, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The Principal or headmaster,

or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the Principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a Principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

- (d) If a decision is made to suspend or expel the student after the meeting, the Principal, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The Principal or a designee shall notify the Executive Director in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.
- (e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the Executive Director. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The Executive Director or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in



writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

## ***II. Standards and procedures ensuring due process for expulsion.***

Any scholar who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of the charges and of the reasons and evidence for expulsion before the expulsion takes effect. Written notice, including time, date and location, will also be provided to the student and parent/guardian of the student's right to a hearing; provided, however, that the scholar may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. This notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate.

### **The notice shall include the following:**

1. The disciplinary offense and the evidence for the expulsion;
2. The opportunity for the student to have a hearing with the Principal concerning the proposed expulsion, and for the parent/guardian to attend the hearing;
3. The date, time, and location of the hearing;
4. The right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate according to Chapter 71, Section 37H½.
5. The right for students and parents to bring counsel (at the student's expense), present evidence through the student's own testimony or witnesses and through written evidence and cross-examine witnesses presented by the school.

## ***III. Right to Appeal to the Executive Director***

A) Any scholar who has been expelled from a school pursuant to these provisions shall have the right to appeal to the Executive Director of Argosy Collegiate Charter School. The expelled scholar and parent/guardian will receive written notification at the hearing of the right to appeal, the process for appealing the expulsion and the opportunity to receive educational services. The subject matter of the appeal shall not be limited solely to a factual determination of whether the scholar has violated any provisions of this section.

B) The student will have ten days per 37H and 5 days per 37H ½ from the date of the expulsion to notify the Executive Director of the appeal. The Executive Director must hold the hearing, with the opportunity for the student's parent or guardian to attend, within 3 days of receipt of the request per 37H½.

C) The student shall have the right to present written or oral testimony, the right to be represented by counsel, the right to confront and cross-examine witnesses presented by the school.

D) The Executive Director shall have the authority to overturn or alter the decision of the Principal, including the recommendation of an alternative educational setting for the student. The Executive Director shall make a decision on the appeal within five calendar days of the hearing. This decision is final per Chapter 71. Section 37H (d), 37 H½ (2) and 603 CMR 53.09.

#### ***IV. Description of Educational Services for Scholar During Expulsion***

Any school district that suspends or expels a scholar under this section shall continue to provide educational services to the scholar during the expulsion under Section 21 of Chapter 76. The parent/guardian of a scholar who has been expelled will be notified of available educational services in writing. This notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. Educational services may include:

- \* Academic tutoring
- \* Virtual, Online Courses through EdGenuity coursework
- \* Virtual, Online Enrichment through other platforms (Achieve3000, Actively Learn, Pearson Online Learning)
- \* Any other academic services determined by team as necessary

Educational services to the scholar during the expulsion shall be coordinated by:

Mrs. Kimberly Reynolds  
HS Director of Student Services  
[kreynolds@argosycollegiate.org](mailto:kreynolds@argosycollegiate.org)  
(508) 536-1863

Mrs. Grace Szulak  
MS Director of Student Services  
[gszulak@argosycollegiate.org](mailto:gszulak@argosycollegiate.org)  
(508) 617-1347

- A) The decision to expel rather than suspend may depend on whether the Principal determines that the scholar's continued presence in the school setting would have a substantially detrimental effect on the general welfare of its students and the school.
- B) If the scholar moves to another district during the period of expulsion, the new district of residence shall either admit the scholar to its schools or provide educational services to the scholar in an education service plan.

#### **Services During Removals**

Scholars who are suspended from school for ten (10) or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension, make up assignments, and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Argosy Collegiate's plan to support scholars who have been removed from the school setting may include but is not limited to tutoring, alternative placement, and online or distance learning. If Argosy Collegiate removes a scholar for more than ten (10) consecutive school days, the school is required to provide the scholar and the parent/guardian of the scholar with a list of alternative educational services. Upon selection of an alternative educational service by the scholar and the scholar's parent/guardian, the school shall facilitate and verify enrollment in the service.

### **Scholar Restraint**

Argosy Collegiate adheres closely to the 603 CMR 46.00, Prevention of Physical Restraint and Requirements effective January 1, 2016. Argosy Collegiate maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including demerits, detentions, loss of privileges, suspensions, and expulsions. In accordance with M.G.L. §37G, corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, a Principal/Executive Director shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines. All restraints will be reported to the Department of Elementary and Secondary Education.

### **Discipline of Scholars with Special Needs**

The Individuals with Disabilities Education Act (IDEA) provides eligible scholars with certain procedural rights and protections in the context of scholar discipline. A brief overview of these rights is provided below. In addition to the IDEA, this section follows the Department of Education, 34 Code of Federal Regulation (CFR) 300.519-300.528 and Section 504 of the Rehabilitation Act (Section 504) and 603 CMR 46.00, Prevention of Physical Restraint and Requirements effective January 1, 2016). All scholars are expected to follow the Argosy Collegiate's Code of Conduct, unless otherwise determined by the scholar's Individualized Education Plan Team and written in the scholar's IEP. Federal and state laws provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability.

In general, if your child has violated Argosy Collegiate's disciplinary code, the school may suspend or remove your child from his or her current educational placement for no more than ten (10) consecutive school days in any school year or ten (10) cumulative days that constitute a pattern of behavior, without convening the IEP or 504 Team, to make a

determination regarding if the behavior displayed is a manifestation of the scholar's disability(ies).

Any time your child is removed from his or her current educational placement for more than ten consecutive school days in any school year, or if a scholar is removed for disciplinary reasons for more than a total of ten days in any school year when a pattern of removal is occurring, this is a "change of placement." A change of placement invokes certain procedural protections under federal special education law. These include the following:

(a) Prior to any disciplinary removal that constitutes a change in placement; the school must inform the parent/guardian that the law requires that the school district consider whether or not the behavior that forms the basis for your child's disciplinary removal is related to his or her disability. This is called a "Manifestation Determination." Remember that the parent always has the right to participate as a member of the group of people making this determination.

(b) Prior to any removal that constitutes a change in placement, the school must convene a Team meeting to develop a plan for conducting a Functional Behavioral Assessment that will be used as basis for developing specific strategies to address your child's behavior. If a behavioral intervention plan has been previously developed, the Team will review it to make sure it is being implemented appropriately, and will modify it if necessary. Please review the following Policy for Discipline of Scholars with Disabilities involving Suspension (below).

### **Argosy Collegiate's Policy for the Discipline of Scholars with Disabilities when the suspension exceed ten (10) school days**

At Argosy Collegiate Charter School, the procedure for initiating the **Manifest Determination** process is as follows: When a scholar receives OSS violation reaches a total of no more than nine (9) or more days of suspensions or OSS violations resulting in a change of placement outside of their normal classroom placement, the scholar is referred to the Student Services Director, and/or designee who initiates the following procedure for a manifest determination

A **Manifest Determination** is required under the current regulations of the IDEA Act when a scholar's placement, due to violations of the school's disciplinary code, is assigned to Out-of-School Suspension (OSS) resulting in a change of placement of ten (10) or more school days.

*According to the Individuals with Disabilities in Education Act (IDEA 2004):*

#### **SECTION 615 DISCIPLINE**

*"Special Note: Statute does not give any required timeframe, but current regulations (34 CFR 300.520(b)) require the Team to convene "not later than 10 business days after either first removing*

*the scholar for more than 10 school days in a school year or commencing a removal that constitutes a change of placement” to develop assessment plan for conducting an FBA and implementing a BIP, or reviewing the current plan.”*

**Procedure:**

1. After receiving the referral for a manifestation determination, The Director of Student Services, or designee, schedules a Manifest Determination Meeting with the scholar’s parent/guardian.
2. The Director of Student Services, or designee, notifies staff that is required to attend.
3. The Director of Student Support Services, and/or designee shall chair the meeting.
4. Participants attending a meeting may include, as appropriate, regular education and special education teaching staff, school adjustment counselors, school nurse, the scholar’s parent or guardian, and the scholar.
5. The team reviews the scholar’s academic and behavioral history and the manifest determination worksheet, seeking teacher responses and team’s input to make a collaborative determination.

a. **If there IS a question of an undiagnosed disability** the scholar may be referred for further testing or assessment as determined by the team. Examples of the assessments that may be completed include: Psychological Evaluation and Educational Assessments; Conners Rating Scale; Functional Behavioral Observation and Assessment (FBO/A); and Behavior Management Plan (BMP). The Team may also decide to develop a plan of action with specific steps and strategies to be implemented by all staff working with the scholar. The Team then schedules a second meeting to review the results of the testing (if such was completed) and/or to evaluate the effectiveness of the plan of action and ascertain, based on all the information at its disposal, if the scholar’s behavior is a manifestation of a disability.

b. **If the scholar HAS ALREADY been determined to have a disability**, the Team reviews all of the documentation and completes the questions on the manifest determination forms. The scholar may be referred for a Functional Behavioral Observation and Assessment or the Team may develop a Behavior Management Plan.

c. **If the Team determines that the scholar’s behavior is NOT a manifestation of a disability**, the scholar may be referred for a Functional Behavioral Observation and Assessment or the Team may develop a Behavior Management Plan, and the scholar is subject to the disciplinary action proposed.

d. **If the Team determines that the scholar’s behavior is a manifestation of a disability**, the scholar should be referred for a Functional Behavioral Observation

and Assessment, and/or the Team may develop/revise a Behavior Management Plan. The scholar will return to school.

e. A notice of intent, or N1 will be issued at the conclusion of each Manifest Determination Meeting to document the team's decision and interventions moving forward.

## **Scholar Records**

### **General**

Federal and state laws provide parents and eligible scholars (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to scholar records. Copies of the Massachusetts Student Records Regulations, detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible scholar has a right to access scholar records and to seek their amendment if the parent or eligible scholar believes them to be inaccurate, misleading, or otherwise in violation of the scholar's privacy rights. In order to obtain access or to seek amendment to scholar records, please contact the building Principal.

Confidentiality: Argosy Collegiate adheres closely to the FERPA: the Family Education Rights and Privacy Act of 1974 which protects the privacy of scholar education records and gives parents certain rights with respect to those records. ([http://www.access.gpo.gov/nara/cfr/waisidx/04/34cfr99\\_04.html](http://www.access.gpo.gov/nara/cfr/waisidx/04/34cfr99_04.html))

Release of scholar records generally requires consent of the parent or eligible scholar. However, the Regulations provide certain exceptions. For example, staff members employed or under contract to the school have access to records as needed to perform their duties. Argosy Collegiate Charter School also releases a scholar's complete scholar record to authorized school personnel of a school to which a scholar seeks or intends to transfer without further notice to, or receipt of consent from the eligible scholar or parent.

In addition, Argosy Collegiate releases directory information, consisting of the following: the scholar's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible scholar objects to the release of any of the above information, the parent/eligible scholar may state that objection in writing to the school's Executive Director. Absent receipt of a written objection, the directory information will be released without further notice or consent.

With few exceptions, information in a scholar's record will not be released to a third party without the written consent of the eligible scholar and/or a parent having physical custody of a scholar under 18 years of age. Three notable exceptions are:

1. Directory Information – a scholar's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.
2. Recruiting Information for the Armed Forces and Post-Secondary Educational Institutions – Upon request from military recruiters and/or representatives of post-secondary educational institutions, ACCS will provide the name, address, and telephone listing for all secondary scholars.
3. Mail House Information – Upon request of a school district, ACCS will release the names and addresses of scholars to a third party mail house, unless the parent or eligible scholar objects to such release.

If an eligible scholar and/or parent do not want Directory, Recruiting, or Mail House Information released, they must so notify the Executive Director at ACCS, 263 Hamlet Street, Fall River, MA 02724, in writing. Otherwise, said information will be released.

Please see the Regulations for a description of other circumstances in which scholar records may be released without the consent of a parent or eligible scholar.

### **Access by Non-Custodial Parents**

Massachusetts General Laws c. 71, §37H ("Section 37H") governs access to scholar records by a parent who does not have physical custody of a scholar. Generally, Section 37H requires a non-custodial parent seeking access to a scholar record to submit a written request and other documentation to the Principal or Executive Director on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the building Principal for detailed information regarding the procedures that must be followed under Section 37H.

Parents and eligible scholars have a right to file a complaint concerning alleged non-compliance by a school district to comply with the requirements of the scholar records laws and regulations with the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing scholar records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

### **Nondiscrimination**

Argosy Collegiate Charter School ("ACCS") does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI);

on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA); or any other protected status as required by state or federal law, including homelessness. In addition, no person shall be discriminated against in admission to ACCS on the basis of race, sex, color, creed, gender identity, national origin, ethnicity, sexual orientation, disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, homelessness, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by ACCS on the basis of race, sex, color, gender identity, religion, national origin, homelessness, or sexual orientation as required by M.G.L. c. 76, § 5.

Finally, scholars who become pregnant are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

A copy of this policy is linked and/or any regulations or inquiries regarding Title IX or Chapter 622 may be obtained by contacting Kimberly Reynolds, HS Director of Student Services ([kreynolds@argosycollegiate.org](mailto:kreynolds@argosycollegiate.org)).

## **Harassment**

ACCS is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, gender identity, homelessness, disability, or any other protected status as required by state or federal law. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. ACCS requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

### **Definition of Harassment**

*In General.* Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender identity, sexual orientation, homelessness, disability, or any other protected status as required by state or federal law.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may



consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile, or offensive.

### Sexual Harassment.

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a scholar.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, scholars, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by ACCS.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

### Grievance Procedure

Any scholar or employee who believes that ACCS has discriminated against or harassed her/him because of her/his race, color, religion, national origin, age, gender, sexual orientation, gender identity, homelessness, disability, or any other protected status under state or federal law in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the school Principal. If the Principal is the person who is alleged to have caused the discrimination or harassment, the complaint

may be filed with the Executive Director. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

Principal,  
Director of Student Services, or  
Executive Director  
Argosy Collegiate Charter School  
240 Dover Street  
Fall River, MA 02721

Complaints of Harassment by Peers: In the event the complaint consists of a scholar's allegation that another scholar is harassing him/her based upon the above-referenced classifications the scholar may in the alternative, file the complaint with the complaint manager (hereinafter referred to as “Building Complaint Manager”), the Principal.

Complaints of Discrimination Based Upon Disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education’s *Parents’ Rights Brochure* rather than this Grievance Procedure. A copy of the brochure is linked [here](#).

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

A copy of this policy and/or any regulations or inquiries regarding Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act, may contact Mrs. Kimberly Reynolds, HS Director of Student Support, 504 Compliance Officer at Argosy Collegiate Charter School.

### **Contents of Complaints and Timelines for Filing**

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Principal, Executive Director, or Director of Student Support acting as the Grievance Administrator may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a scholar or employee) of the grievant.
2. The name (and address and telephone number if not a scholar or employee) of the grievant representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

### **Investigation and Resolution of the Complaint**

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by ACCS involves disciplinary action against an employee or a scholar, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an employee or scholar is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement

which sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.

Confidentiality of grievant/respondents and witnesses will be maintained, to the extent consistent with ACCS's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

### **Appeals**

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Paul C. Burke, Chairperson, Board of Trustees  
ACCS  
263 Hamlet Street  
Fall River, MA 02724  
617-265-1172

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint to the MA Office for Civil Rights, as follows:

MA Office for Civil Rights  
***Boston Office***  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: (617) 289-0111  
Fax: (617) 289-0150  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of ACCS's final disposition on a complaint filed through ACCS, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with ACCS.

### **Title IX, Section 504, and Title II Compliance**

Copies of ACCS's Grievance Procedures and complaint forms can be found at the main office and with each of the Civil Rights Coordinators:

ACCS Middle School: 263 Hamlet Street, Fall River MA 02724, 508-567-4725

ACCS High School: 240 Dover Street, Fall River MA 02721, 774-955-5857

### **McKinney-Vento Homeless Education Assistance Act**

The McKinney Vento Homeless Assistance Act is a major component of federal regulation related to the education of children and youth who may be experiencing homelessness.

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;\*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

\*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016.

For questions regarding the McKinney-Vento Act, or other compliance questions, please contact the main office.

### **Hazing**

#### **Massachusetts Anti-Hazing Law**

*M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined.*

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. *(Amended by 1987, 665.)*

*M.G.L. c. 269, Section 18. Failure to report hazing.*

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 19. Copy of secs. 17--19; issuance to scholars and scholar groups, teams and organizations; report.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every scholar group, scholar team, or scholar organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities, or is known by the institution to exist as an unaffiliated scholar group, scholar team, or scholar organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated scholar groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated scholar groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform scholar groups, teams, or organizations and to notify each full time scholar enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the scholar handbook or similar means of communicating the institution's policies to its scholars. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. *(Amended by 1987, 665.)*