



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 July 2026
Available in Portuguese and Spanish*

Our Mission

Our mission at Argosy Collegiate is to prepare scholars for success in college, career, and life.

Our Vision

Our primary goal is to ensure that 100% of our scholars graduate from a post-secondary school 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

School Website

Families should regularly check the school's website at 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. 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, Anne Tangen, can be contacted at atangen@argosycollegiate.org. For a full list of trustees, please check our website at 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
- After school enrichment opportunities (clubs, athletics)
- Mathematics and Literacy Clinics
- Inclusion support for scholars served by the English language and/or Special Education Programs
- Implementation of a Multi-Tiered System of Support (MTSS) including, School Counselors, 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 local higher education institutions such as Bristol Community College and UMass-Dartmouth 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 Handbook ([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 MyCap Activities.

- **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.
 - **Social-emotional learning** is part of the middle school daily schedule, and weekly Advisory block, and implements a social emotional curriculum during that time. The high school implements a social emotional curriculum through elective classes.
 - **Restorative Justice Program:** The Restorative Justice Coordinators at each campus implement a restorative justice program that teaches scholars to use self-reflection, restoration, and empowerment when harm has occurred in the community.

Family Communication

Parent Square

Argosy Collegiate uses Parent Square to email, text message, and voice message families using the contact information provided by families. If your contact information changes, please call the school or email us at 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.

Homeroom Placement

At the Middle School, scholar placement in their homerooms is a comprehensive and detailed process; all assignments are made with care and attention to individual and collective success. Requests to move or change a homeroom at either campus require thorough consideration and consultation, and cannot be guaranteed. We ask that you communicate with school administrators regarding any information that would support our decision making about your scholar's homeroom placement.

Family/Guardian Conduct

Argosy Collegiate Charter School expects all members of our community (staff, scholars, and families) to conduct themselves in a respectful manner. As outlined in the home/school accountability compact, families are expected to hold themselves to a high standard of professionalism and respect while on school grounds or attending school events. As a learning institution that is preparing scholars for professional careers, we look to our families as partners in preparing scholars to be respectful and responsible citizens ready for success after graduation.

Our home/school accountability compact outlines the expectations of our community. This document, which is required to be reviewed and acknowledged annually, outlines expectations for families/guardians, staff, and scholars. We take these expectations seriously, and hold our community accountable to them. The school reserves the right to file for a No-Trespass order with the Fall River Police Department if the expectations outlined in the Home/School Accountability compact are violated. Once a No-Trespass order is filed, the individual may request to have the No-Trespass order rescinded by presenting to a panel what efforts have been made to uphold the home/school accountability compact. A request to rescind the No-Trespass order may be made at a period of no less than 6 months after the No-Trespass order was originally filed.

If the request to rescind the No-Trespass order is granted, a copy of the reversal will be sent to the family and filed with the Fall River Police Department.

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 current provider, SLA Management, 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. A copy of the

school's menu can be found at <https://sla-accs.nutrislice.com/menu>. As a reminder, scholars do not have access to refrigeration or a sink. High School scholars do have access to a microwave.

USDA Non-Discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax:
(833) 256-1665 or (202) 690-7442; or
3. Email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

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. Out of consideration for individuals with respiratory concerns, scholars are not permitted to spray perfumes, colognes, deodorants, or aerosol products in the school building.

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 100.0, 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. Senior scholars are expected to hold a 90% or higher attendance rate during their year of graduation.

Per the state of Massachusetts, scholars who attend school less than 90% of the time (or 162 of 180 school days) are classified as "chronically absent." Research shows that chronically absent students have less successful outcomes on standardized testing,

post-secondary school acceptance, and workforce readiness. It is critically important to be in school!

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.

- 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.

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.

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 may 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 of their school campus.

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.

Truancy Prevention Marker: Excessive Tardies
<u>Tardy Policy Follow-Up:</u> • Oral Communication - <i>Tardy Intervention Phone Call and/or Meeting</i> <u>Interventions:</u> • Notification to the family of the recorded tardies • Outlining the academic impacts of chronic tardiness • Identification of barriers to on-time arrival to school • Providing resources and supports to the family via outreach from the ACCS Social Worker and Student Support Team
Truancy Prevention Marker: 3 or More Consecutive Absences with No Contact from Family
<u>Attendance Policy Follow-Up:</u> • Enactment of the ACCS Attendance Policy based on the scholar's current attendance rate <u>Interventions:</u> • <i>Interventions may include the following:</i> ○ Oral Communication with the family ○ Oral Communication with emergency contacts listed in the scholar's record ○ Home visit ○ Communication to local authorities for safety/welfare check
Truancy Prevention Marker: 3 Cumulative Absences
<u>Attendance Policy Follow-Up:</u> • Written Notification - <i>"Attendance Policy Reminder Letter"</i> <u>Interventions:</u> • Notification to the family in writing including an outline the ACCS attendance expectations
Truancy Prevention Marker: 3 Absences in One Quarter
<u>Attendance Policy Follow-Up:</u> • Written Notification - <i>"Attendance Policy WARNING Letter"</i> <u>Interventions:</u>

• 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
<u>Attendance Policy Follow-Up:</u> • Oral Communication - <i>“Attendance Support Plan Meeting”</i> <u>Interventions:</u> • 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
<u>Attendance Policy Follow-Up:</u> • Oral Communication - <i>“Attendance Intervention Meeting”</i> <u>Interventions:</u> • 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
<u>Attendance Policy Follow-Up:</u> • Written Notification - <i>Potential Filing of a Child Requiring Assistance (CRA)</i>

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.

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 equitable access, and to develop a professional mindset for school. All clothing must be worn so that body parts and undergarments commonly considered as private are private. Senior scholars have expanded options and guidelines to allow for more self-expression as they demonstrate maturity and responsibility.

Tops
● Permitted: ○ Argosy logo tops, distributed by Argosy Collegiate and our vendors ○ Argosy logo crew neck sweaters, sweatshirts, and fleece options ■ Argosy logo or plain, long sleeve t-shirts in school colors can be worn as layers under uniform shirts ● Not Permitted: ○ Non-Argosy outerwear ○ Sleeveless shirts ○ Any clothing that does not maintain the privacy of body parts and undergarments commonly considered as private ○ Hoodies
Bottoms
● Permitted: ○ Khaki pants, joggers, sweatpants, khaki shorts/skirts, jeans, jean shorts/skirts, leggings/legging shorts, and yoga pants ■ All bottoms must be in solid Argosy Colors: navy/dark blue, red, black, tan (khaki), or gray ■ Shorts/skirts must maintain the privacy of body parts and undergarments commonly considered as private. A minimum 5 inch inseam and/or fingertip length is required. ● Not Permitted: ○ Shredded garments or garments with holes, such as ripped jeans ○ Pajama bottoms

- On Gym days, non-restrictive clothing is required to allow for full scholar participation
- Any clothing that does not maintain the privacy of body parts and undergarments commonly considered as private

Shoes

- **Permitted:**
 - Crocs, Birkenstock mule style shoes, sneakers, boots with less than a 2 inch heel, and flats of any color
 - On Gym days, sneakers are required
- **Not Permitted:**
 - Flip flops, slides, slippers, sandals, open-toed shoes, high heels, boots with heels, and wheelies

Other Guidance (Dress Down Days)

All clothing must be worn so that body parts and undergarments commonly considered as private are private. Please consider the visibility of undergarments or skin, and the length and/or neckline and coverage that clothing items provide.

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

1. Earrings larger than a quarter (including hoops)
2. Sharp-edged/jagged jewelry
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. Shorts / skirts that are shorter than fingertip length and/or have an inseam shorter than 5 inches
7. Sheer, mesh, and / or see-through items
8. Fishnet and thigh-high stockings
9. Sleeveless shirts ("muscle" shirts, halter tops, one-shoulder tops, and "spaghetti" straps are not permitted) and crop tops
10. Hats, headwear, bandanas, and sunglasses
11. Shredded garments or garments with holes, such as ripped jeans
12. Pajama bottoms
13. Ski and shiesty masks

Head Wear: Once scholars enter the school building, the wearing of hats or headwear is not permitted unless it is in accordance with religious observation, a documented medical reason, or related to extenuating circumstances. Scholars are allowed to wear headbands if plain in nature. Bandanas are not permitted.

Lanyards and ID: 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 if needed, for \$5.

Additional Information:

- **Where to purchase uniforms:**
 - <https://spectrumdesigns.com/argosy/>
- **Senior Dress Code:** Seniors **must** follow the dress code policy; however, seniors are **not** required to wear an Argosy top.
- **Collegiate Day:** Scholars who have earned Collegiate Day may wear a college or university t-shirt/sweatshirt on Friday (hoodies are not allowed).

For uniform questions or to request an accommodation:

- Ms. Cassidy, the Middle School Dean of Students, kcassidy@argosycollegiate.org.
- Mr. Oliver, the High School Dean of Students, coliver@argosycollegiate.org.

Administration will provide feedback on any other garments or accessories that may not specifically be acknowledged by the Dress Code Policy.

Dress Code Checks and Violations

During morning arrival / morning homeroom, all scholars are greeted by a staff member; during this greeting, scholars will also engage in a uniform/lanyard check. If a dress code 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 dress code violation cannot be fixed on the spot (wearing the wrong Argosy top), scholars will report to the Scholar Support Space where they will remain until the dress code violation is resolved. Scholars with repeated dress code 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-dress code 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 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

Middle 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:

Argosy Collegiate Charter High School is a cell phone-free zone. The ACCHS Cell Phone Policy aims to reduce distractions and promote a productive, engaging learning environment to help scholars find success. We utilize Yondr pouches in order to ensure the phone-free policy is consistently upheld. Yondr pouches are secure, lockable pouches designed to hold personal technology and prevent their use in cell phone-free zones. Additionally, all personal technology is to be powered off in the building.

Scholars are not allowed to use personal technology at ACCHS during school hours. For example, iPads, AirPods, Smart watches, electronic tablets, and personal computers are prohibited. Small personal technology such as AirPods, Smart watches, personal game consoles, and cell phones are to be stored in the Yondr pouch. Large personal technology should be left at home. All scholars are provided with a school Chromebook to use during school hours.

It is the expectation that scholars uphold the cell phone policy. The following violations will result in the school enforcing the consequences outlined in the chart below:

1. A scholar's phone or personal technology (iPads, AirPods, Smart watches, electronic tablets, personal computers, etc.) is visible at any point during the school day (a student is found using their phone, a phone is not in a Yondr pouch, etc.)

2. Physical damage to the pouch in an attempt to circumvent its intended purpose (ex., inappropriate markings, holes, bent pin, stripped lock, etc.)
3. Losing the pouch
4. Damaging or taking someone else's pouch
5. Using personal technology on school grounds during the school day

1st Violation	2nd Violation	3rd Violation
Cell phone / personal technology confiscated	Cell phone / personal technology confiscated	Cell phone / personal technology confiscated
Scholar's parent or guardian will be notified	Scholar's parent or guardian will be notified	Scholar's parent or guardian will be notified
Scholar can retrieve phone / personal technology at dismissal	Scholar will serve one detention Scholar can retrieve phone / personal technology at dismissal	Scholar will be removed from the whole-group school environment Scholar can retrieve phone / personal technology at dismissal
After 3 violations, the scholar will be subject to further disciplinary procedures, including a suspension hearing due to inappropriate use of technology and repeated and fundamental disregard of school policies and procedures.		

Yondr pouches are the responsibility of each scholar while in their possession. If the pouch is lost, damaged, or vandalized due to negligence, the scholar and their family will be responsible for the cost of replacement. **The cost to replace a Yondr pouch is 30 dollars.** Repeated loss or damage to Yondr pouches may result in further disciplinary action.

Accommodations:

Scholars with medical needs addressed through a Section 504 Accommodation Plan or Individualized Education Plan (ex., blood sugar monitor) may be eligible for an accommodation per the school nurse.

Parent Communication:

Families can call the main office at (774) 955-5857 or contact the school through Parent Square if they need to contact their scholar and/or provide time-sensitive information to their scholar. Should there be circumstances during the school day that require a scholar to speak with their guardian, the scholar will be allowed to do so via a school phone from the Main Office, an administrator's office, or the Nurse's office.

Emergency Protocols

The school's first priority is to ensure the safety of all scholars and staff. In the event of a school emergency, ACCHS will follow school policies, as well as guidance from local authorities, and contact families promptly through Parent Square.

After School Activities

Scholars serving an after-school detention will have their personal technology in a Yondr pouch. Scholars participating in clubs, sports, or tutoring will have access to their personal technology once they unlock and return their Yondr pouch at dismissal.

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. Scholars are not permitted to utilize personal devices, such as laptops or tablets, at school and/or on the school network.

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.

Each campus' Scholar Support Department is led by a Director of Student Services. Our Directors of Student Services work closely with their team, consisting of a School Psychologist, School Nurses, School Counselors, English Learner teachers 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.

The Director of Student Services of each campus meets 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, English Learner Education, or other specialized student programs are encouraged to contact the 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 Multi-Tiered Systems of Support (MTSS) process if the referral for special education has been put forward by Argosy Collegiate staff. Interventions through the MTSS process 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, the campus Principal, and monitored for compliance by our 504 Plan Compliance Officer, the campus Directors of Student 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 at each campus and the building 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 Guidance Counselor 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 (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. Additionally, we assess scholars' writing skills throughout the year using Formative Writing Assessments.
- **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.

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. Course syllabi provide a description of units of study, type of assignments, assessments, and homework.

- 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 at each reporting period are calculated based on a cumulative average of coursework and assessments. 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.

Argosy Collegiate Charter School Grading Scale					
Letter Grade	Numerical Grade	Grade Point Average (GPA)	Letter Grade	Numerical Grade	Grade Point Average (GPA)
A+	97-100	4.0	C+	77-79	2.3
A	93-96	4.0	C	73-76	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+ (HS Only)	67-69	1.3
B	83-86	3.0	F (HS only)	66 or below	0.0
B-	80-82	2.7	F (MS only)	69 or below	0.0

Grading of Early College Courses

Argosy Collegiate Charter School partners with accredited colleges and universities to offer early college courses for eligible Argosy Collegiate scholars. Grading of these courses is at the discretion of the college professor and subject to the partner college's grading rubrics. Eligibility is considered across multiple measures including academics, attendance, and behavior. All final course grades are reflected on the scholar's official high school transcript. Scholars who wish to contest a grade assigned by the professor 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 the college/ university 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 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 follows the Mass Core suggested course sequence (see table below). ACCS provides a rigorous Early College preparatory curriculum that develops both college readiness and independence. We ensure our college course offerings align with courses that satisfy or exceed the Mass Core graduation requirements. Additionally, scholars must earn their competency determination as outlined by the Department of Elementary and Secondary Education in English, Mathematics, Science, and History. Upon completion of 12th grade, scholars are eligible to be awarded an Argosy Collegiate Charter School diploma given that both of these requirements have been satisfied.

All scholars are expected to meet the local graduation and competency determination 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. Scholars who begin their Argosy Collegiate Charter School enrollment in grades 10-12 will undergo a transcript review to determine an appropriate course sequence to ensure competency determination and graduation requirements are satisfied by the anticipated graduation date.

For more specific information about our courses and sequences, please review Argosy Collegiate's [High School Course Catalog](#).

Requirement 1. Graduation requirements (in alignment with Mass Core recommendations)

<u>Content Areas</u>
<i>Courses credits may be earned through courses offered by Argosy Collegiate or through the Early College program</i>
English: 4 units required
Mathematics: 4 units required including Algebra 2 or its Integrated Math equivalent
Science: 3 units required, including three laboratory-based courses
History: 3 units required, including World History and United States History
World Language: 2 units required of the same language
Physical Education: 4 units across all four years of enrollment

Arts: 1 unit in a content such as visual arts, music, theater
Elective Courses: 5 units, including at least two units of health
Additional components: - 10 hours of community service per year of high school - Seniors must hold a 90% or higher attendance rate
Total required units for graduation: 26 units

Requirement 2: Competency Determination Requirements

Mastery of courses in the following subjects*		
	Class of 2026	Class of 2027 and beyond
ELA	• English I • English II	• English I • English II
Math	• Integrated Math I • Integrated Math II	• Integrated Math I • Integrated Math II
Science	• Biology OR • Physics OR • Chemistry OR • Tech/Engineering	• Biology OR • Physics OR • Chemistry OR • Tech/Engineering
History		• US History I
<i>* Mastery is defined as earning a cumulative final score of 67 or higher in the above named courses. Cumulative final scores are inclusive of mid-term exams, final exams, projects, and associated coursework.</i>		

A scholar requesting to appeal the school's decision to award competency determination may contact Sunil Jagannath, Executive Director (sjagannath@argosycollegiate.org).

High School Promotion Policies

Promotion to the next grade level in the high school is dependent on the successful completion of your English I and Integrated I Math units.

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:	Promotion Requirements by Course
10th grade	Scholars must earn credit in both English I and Integrated I Math to matriculate to 10th grade. Ex. A scholar earns credit in English I but not in Integrated I Math. They will take English II in the next school year but repeat Integrated I Math and are assigned to the 9th grade class. Year of graduation is not changed as scholars may be able earn all credits necessary within the four-year pathway.
11th grade	Scholars must earn credit for 2 units of English, 2 units of Math, 1 unit of science, and 1 unit of history:
12th grade	Scholars must have completed a minimum of 10 units of core classes, 1 unit of World Language and 5 elective units.

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

** 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.*

High School Credit Recovery

Scholars earn course credits by achieving a passing grade. 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.

Credit Recovery Pathways		
Summer Academy Credit Recovery Program Eligible scholars participate in an extended school year program following the last day of school.	Credit Recovery Course Eligible scholars may be enrolled in a credit recovery course to recoup credit in a course that was failed. These credit recovery courses may 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.	Retake course Scholars who do not meet eligibility guidelines for the other credit recovery programs will retake a failed course to earn the required credit.

	If the pacing requirement is not met, the scholar's coursework is subject to review, and they may be withdrawn and assigned the full-year repeat course.	
Eligibility Considerations - Final grade in the failed course between 60 - 66.99 (HS) - Final grade in the failed course between 60 - 69.99 (MS) - Sufficient attendance in course - Scholars must complete all components of the Summer Academy to earn remaining course credit.	Eligibility-Considerations - Final grade in the failed course between 50.0 and 59.99 - Sufficient attendance in original course - Scholars may be limited to 2 credit recovery courses per year - Not available for English I and Integrated I	

Dropout Prevention Supports

ACCS offers a variety of supports to prevent scholars from ending their high school career prior to earning their diploma. 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
- 2 or more core credits not yet earned when entering 12th grade
- Expressing intent in disenrolling
- 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 meeting schedules with support staff, 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 in meeting the graduation requirements.

Multi-Tiered System of Support (MTSS)

Argosy Collegiate believes a Multi-Tiered System of Supports (MTSS) framework will support our school's commitment to the mission to achieve positive and equitable outcomes for all of our scholars. MTSS is a **problem-solving** and **prevention** model with strong evidence of success. MTSS uses data-based decision-making to inform academic and behavioral instruction and intervention based on individual scholar needs.

Argosy Collegiate uses a series of coordinated systems and structures that when implemented with fidelity and rooted in our district's instructional core, result in positive benefits for all scholars.

MTSS Academics: Scholars who may need additional support in Math or Reading are identified through an administration of a universal screener (NWEA MAP) three times per year. Scholars are identified as needing Tier 2 or 3 levels of intervention. Targeted interventions are then provided during Gator Hour, core class time, and/or in a supplemental course. Progress monitoring (assessments, checks for understanding) are administered routinely to measure progress, and to inform any necessary adjustments to the intervention plan. Teachers also connect with home in order to create a partnership to support the scholar's progress. At the close of the intervention cycle, progress monitoring data and/or the universal screener

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.

Restorative Justice: Our restorative justice program promotes the following:

- scholars being reflective about their actions
- alternative approaches to supporting scholars in developing character and repairing relationships, giving back to the school community, and celebrating diversity
- building and maintaining relationships with teachers and peers, and
- a positive learning environment through enactment of the DREAM values

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. Specific searches of backpacks/book bags may be performed to ensure the safety of all scholars and staff in the building. The school also reserves the right to utilize metal detector wands. Use of a metal detector wand will occur in a confidential space, out of public view, with a second adult present. If a scholar refuses to participate in a search, the scholar's guardian will be requested to come to the school to resolve the concern. If a scholar refuses to remove metal objects from their person, the scholar's guardian will be contacted as well as the Fall River Police Department. To review a copy of the metal detector wand policies and procedures, please contact the main office at either campus.

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 2:50-3:45 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/non-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 unidentified sources; this includes, but is not limited to term paper sites, translations sites, and software / apps that provide answers
- The use of Artificial Intelligence (AI) beyond the scope outlined by the teacher or assignment.

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. More details regarding the impacts of discipline on athletic participation can be found in the Athletics Handbook. 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.*

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, 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.

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, 37H1/2, 37H3/4

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 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 3/4:

- (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 ten school days for a single infraction or for

more than ten 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 three 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 ten school days for a single infraction or for more than ten 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 five 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 seven calendar days. The Executive Director or a designee shall hold a hearing with the student and the parent or guardian of the student within three 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 seven 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 five calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

Timeframe of Expulsion

37H and 37H 1/2

Students expelled from Argosy Collegiate Charter School under Section 37H or 37H 1/2 are not permitted to return to the school and must continue with the district's alternative educational services provided at the time of expulsion.

37H 3/4

No student shall be suspended or expelled from a school or school district under 37H 3/4 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 to ensure due process for expulsion.

Any scholar who is charged with a violation that may result in an expulsion 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 High School or Middle School 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 potential consequences, including the potential length of the student's expulsion;
3. 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;
4. The date, time, and location of the hearing;
5. The right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;
6. 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.

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

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 five days per 37H 1/2 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 three days of receipt of the request per 37H 1/2.

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 1/2 (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 Chapter 76, Section 21. 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 the Middle School or High School Director of Student Services.

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.

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 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 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 scholars' 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 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)

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).

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.

Title IX Grievance Protocol and Procedures

Introduction

New Title IX regulations, issued by the Secretary of Education and take effect on August 1, 2024, amends the regulations implementing Title IX of the Education Amendments of 1972 (Title IX). The final regulations specify how recipients of Federal financial assistance covered by Title IX, including elementary and secondary schools, must respond to allegations of sex-based discrimination and sex-based harassment, including sexual harassment, consistent with Title IX's prohibition against sex discrimination. The revised regulations are intended to expand the scope of Title IX protections and grievance process beyond only allegations of sexual harassment to include sex-based discrimination and sex-based harassment, which now includes discrimination or harassment based upon gender identity and sexual orientation and now may extend conduct beyond the school property.

The revised regulations impose more precise training obligations, clarify privacy protections, formalize a definition of prohibited retaliation, and further aim to provide flexibility by allowing Districts to use a single-investigator model, with limited exceptions involving sexual harassment allegations by a student against staff member. Finally, the revised regulations increase the District's obligations to students and employees based on pregnancy and pregnancy related conditions¹, and place additional responsibility on the District when allegations involve students with disabilities.

Argosy Collegiate Charter School has adopted this Protocol and Grievance Procedure to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Policy Statement

Argosy Collegiate Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Definitions

Under Title IX, discrimination on the basis of sex (or sex discrimination) includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The following definitions apply:

“Complainant” means:

- 1) A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
- 2) A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

“Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

“Disciplinary sanctions” means consequences imposed on a respondent following a determination under Title IX that the respondent violated the District’s prohibition on sex discrimination.

“Party” means a complainant or respondent.

“Relevant” means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

“Remedies” means measures provided, as appropriate, to a complainant or any person the District identifies as having had their equal access to the District’s education program or activity limited or denied by sex discrimination. These measures are provided

to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

"Respondent" means a person who is alleged to have violated the District's prohibition on sex discrimination.

"Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or other proceeding under the Title IX regulations.

"Sex-based harassment" is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

- 1) Quid pro quo harassment: An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- 2) Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a) The degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - b) The type, frequency, and duration of the conduct;
 - c) The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d) The location of the conduct and the context in which the conduct occurred; and
 - e) Other sex-based harassment in the District's education program or activity.

3) Specific Offenses:

a) Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

b) Dating violence meaning violence committed by a person:

i) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

ii) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship;
- The type of relationship; and
- The frequency of interaction between the persons involved in the relationship;

c) Domestic violence meaning felony or misdemeanor crimes committed by a person who:

i) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim;

ii) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

iii) Shares a child in common with the victim; or

iv) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or

d) Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

i) Fear for the person's safety or the safety of others; or

ii) Suffer substantial emotional distress

“Supportive measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not

for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- 1) Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
- 2) Provide support during the District's grievance procedures or during an informal resolution process.

Application

Argosy Collegiate Charter School's obligation to respond under Title IX requires the District to be aware of discrimination on the basis of sex, including sex-based harassment. The District has notice when an allegation is made known to any District employee. The District must treat seriously all reports of sex-based discrimination, including sex-based harassment, that reasonably may constitute sex discrimination under Title IX, and meet the conditions of notice and jurisdiction, whether or not the complainant files a complaint.

Title IX, implementing regulations and this Grievance Protocol and Procedure applies to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such program or activity is conducted on or off school grounds. Additionally, the District has an obligation to address allegations of a sex-based hostile environment under its program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside of the District's program or activity or outside of the United States. The District's education program or activity includes locations, events, or circumstances in which the District exercises substantial control over both the respondent and the context in which alleged conduct occurred.

Complaints and Reports of Sex-Based Discrimination

Information about conduct that may constitute sex discrimination under Title IX may be reported to any ACCS employee or directly to the District's Title IX Coordinator, or through filling out the form linked here: [Sex Based Discrimination Report Form](#), which is delivered to the Title IX Coordinator. The District's Title IX Coordinator is:

Grace Szulak, Title IX Coordinator, Director of Student Services (Middle School)

gszulak@argosycollegiate.org

508-617-1347

263 Hamlet Street, Fall River, MA, 02724

The District's Title IX Coordinator may delegate specific duties to one or more designees as the Title IX Coordinator finds appropriate.

Reporting Obligation

- All non-confidential employees must notify the building principal, or administrator or the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.
- A building principal or administrator must then report such information to the Title IX Coordinator for appropriate action.
- Confidential employees are not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination (see note below for exceptions). However, the confidential employees must provide anyone who informs them of conduct that reasonably may constitute sex discrimination about their status as confidential for the purposes of Title IX, how to contact the Title IX Coordinator, how to make a complaint and how the Title IX Coordinator can help. At Argosy Collegiate Charter School, confidential employees are listed below:

- School Counselors
- School Psychologists
- School Nurse

Note on Exceptions: If the conduct that has been reported to a confidential employee meets the reporting criteria for mandated reporting regulations (Department of Children and Families, Law Enforcement), the confidential employee must report the conduct to both the Title IX Coordinator, and fulfill the mandated reporting procedures and requirements outlined by mandated reporting regulations.

Initiating a Complaint

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

- A “complainant,” which includes:
 - a student or employee of Argosy Collegiate Charter School who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - a person other than a student or employee of Argosy Collegiate Charter School who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in Argosy Collegiate Charter School’s education program or activity;

- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- Argosy Collegiate Charter School's Title IX Coordinator.

Note that a person is entitled to make a complaint of sex-based harassment **only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint.**

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

1. Any student or employee of Argosy Collegiate Charter School; or
2. Any person other than a student or employee who was participating or attempting to participate in Argosy Collegiate Charter School's education program or activity at the time of the alleged sex discrimination.

Argosy Collegiate Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

When a Title IX Coordinator is notified of conduct that may reasonably constitute sex discrimination under Title IX (and in the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process), the Title IX Coordinator must determine whether to initiate a complaint of sex discrimination as required by Title IX.

The Title IX Coordinator will file a Complaint if the Title IX Coordinator determines that the conduct as alleged **presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the District from ensuring equal access on the basis of sex to its education program or activity.**

The following factors go into the decision by the Title IX Coordinator:

- The complainant's request not to proceed with initiation of a complaint;
- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from

campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;

- The age and relationship of the parties, including whether the respondent is an employee of the District;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

Consolidation of Complaints

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. The District cannot consolidate multiple complaints if doing so would violate the Family Educational Rights and Privacy Act (FERPA). Consolidation would not violate FERPA if the District obtains prior written consent from the parents or eligible students to the disclosure of their education records.

Responding to Complaints of Sex Discrimination:

1) Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the District's Title IX Grievance Procedures or during the informal resolution process. A respondent will be offered supportive measures if the District has initiated a Title IX complaint or if the District has offered informal resolution. If the Title IX Coordinator is initiating the complaint, the Title IX Coordinator will notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

- *Supportive measures may include:* counseling, extensions of deadlines or other course related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.
- If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's IEP or 504 Team to determine how to comply with the requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, in the

implementation of supportive measures, informal resolution, and/or throughout the grievance procedure.

- The Title IX Coordinator will document in writing the supportive measures offered/provided or why no supportive measures were offered/provided.
- The district must not disclose any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

2) Informal Resolution: In lieu of resolving a complaint through the District's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an middle school or secondary school student, or when such a process would conflict with Federal, State, or local law.

- Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.
- Prior to beginning informal resolution, the Title IX Coordinator will send notice to the parties of the process and their rights.
- Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures at any step in the process of making their complaint, including prior to filing one.
- If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within thirty (30) school days after receiving the allegations, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

3) Dismissal of a Complaint:

The District may dismiss a Title IX complaint of sex discrimination or harassment if:

- a) The District is unable to identify the respondent after taking reasonable steps to do so;
- b) The respondent is not participating in the District's education program or activity and is not employed by the District;
- c) The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- d) The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the

complaint, the District will make reasonable efforts to clarify the allegations with the complainant.

Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the District will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the District will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Grievance Procedures

For Formal Complaints of Sex Discrimination (§ 106.45)

Argosy Collegiate Charter School will treat complainants and respondents equitably. Argosy Collegiate Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

Argosy Collegiate Charter School, has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

In general

During the grievance process, the District will treat complainants and respondents equally, and:

- will provide for adequate, reliable, and impartial investigation of complaints. The District
- requires that any Title IX Coordinator or designated investigator do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Timelines

The District has established the following timelines for the major stages of the grievance procedures (*major stages include: Evaluation, Investigation, Determination, Appeal*):

- Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the employees or students that are involved in the complaint are not immediately available.
- The investigator, however, will make sure that the complaint is handled as quickly as is feasible and will strive to complete the investigation within thirty (30) working days.
- When more than thirty (30) working days is required for the investigation, the investigator shall inform the complainant, in writing, that the investigation is still on-going and shall confirm receipt of notice of said extension.

Privacy

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures.

These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.

The parties cannot engage in retaliation, including against witnesses.

Step-by-Step

1) Initial Consultation with the Title IX Coordinator

Upon receiving a report or other notice of alleged sex-based discrimination, the Title IX Coordinator must contact the complainant within five (5) school days, and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a complaint;
- Determine whether the complainant wishes to file a complaint; and
- Explain to the complainant the purpose of filing a complaint.

2) Notice of Allegations

Upon initiation of the District's Title IX grievance procedures through the filing of a Complaint, the Title IX will notify the parties in writing of the following:

- the District's Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations.

3) Assignment of Investigator

The District uses a single investigator model for Title IX investigations. This individual is referred to hereinafter as the “Investigator.”

The Title IX Coordinator will use the following table as a guide for assigning the Investigator in each case. Any unlisted scenario will be investigated or referred for investigation to the most appropriate personnel at the discretion of the Title IX Coordinator.

Complainant	Respondent	Investigator
Scholar(s)	Scholar(s)	Title IX Coordinator, or designee (<i>Possible designees: Principal, Director of Student Services, Dean of Students</i>)
ACCS Staff	Scholar(s)	Title IX Coordinator, or designee (<i>Possible designees: Principal, Director of Student Services, Dean of Students</i>)
Scholar(s)	ACCS Staff	<i>In consultation with the Director of HR:</i> Title IX Coordinator, or designee (<i>Possible designees: Principal, Director of Student Services, Dean of Students</i>)
ACCS Staff	ACCS Staff	<i>In consultation with the Title IX Coordinator:</i> Director of HR

4) Gathering the Evidence

The burden is on the District—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The Investigator will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the Investigator to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

5) Questioning the Parties and Witnesses

The Investigator will question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The Investigator will question witnesses and parties directly to make this determination.

6) Evaluating the Evidence

The Investigator will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.

Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

7) Inspection of the Evidence

Prior to making a determination, the Investigator will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- Provide each party with an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of this evidence (note: if providing a description of the evidence, the parties shall have an equal opportunity to access the relevant and not otherwise impermissible evidence);
- Provide each party with a reasonable opportunity to respond to the evidence; and
- the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

8) Decision Making

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Investigator will use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness.

If the Investigator is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the Investigator will not determine that sex discrimination occurred.

Once the Investigator has made a determination of responsibility, they will:

- Simultaneously notify the Parties in writing of the determination whether sex discrimination occurred under Title IX, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal;
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- Notify the Title IX Coordinator in writing of the determination.

If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

- Coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include revocation of privileges, detentions, suspensions or expulsions. The District may also provide remedies, which may include supportive measures, counseling, stay away orders, class switches or any additional measures that are appropriate.

After the grievance process, the District may as appropriate, modify or terminate supportive measures. If the District does so, it will provide the parties to timely seek from an appropriate and impartial employee, modification or reversal of the District's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee will be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. The District will also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

Finally, these procedures do not limit the District from removing a student or employee from its program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA. These procedures do not limit the District from placing an employee respondent on administrative leave from employment responsibilities during the pendency of this Grievance Procedure. This provision must not be construed to modify any rights under Section 504 or the ADA.

Appeals

The parties have the right to appeal the decision of the Investigator to the Executive Director in writing within ten (10) school days of receiving the written determination from the Investigator. Upon receipt of a timely appeal, the Executive Director (or designee) will offer the non-moving party an opportunity to respond in writing to the appeal. The Executive Director (or designee) must send a written decision to the parties simultaneously, within 30 calendar days of receiving the appeal.

Retaliation Prohibited

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Additional Provisions

Record Keeping

A record will be maintained for a period of seven (7) years of any actions, including supportive measures, grievance procedures or informal resolution, taken in response to a report or complaint of conduct that reasonably may constitute sex discrimination under Title IX, and any resulting outcome.

Referral to Law Enforcement; Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Executive Director, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Training

All employees will be trained annually and upon hire on:

- the District's obligation to address sex discrimination in its education program or activity;

- The scope of conduct that constitutes sex discrimination, including the definition of sex-based harassment; and
- All applicable notice and information requirements.

All investigators, facilitators of informal resolution, and other persons responsible for supportive measures/Title IX process will have additional training on:

- The District's grievance procedures;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
- The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance; and
- rules and practices associated with the district's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

External options available at any time

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment:

The Office for Civil Rights, US Department of Education, 5 Post Office Square, 8th Floor Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination One Ashburton Place Sixth Floor, Room 601 Boston, MA 02108 Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission John F. Kennedy Federal Building 475 Government Center Boston, MA 02203 Phone: 1-800-669-4000

Grievance Procedures for Complaints of Sex-Based Harassment Involving Student Complainants or Student Respondents at Postsecondary Institutions (§ 106.46)

Argosy Collegiate Charter School reserves the right to investigate Title IX complaints within the school community. Should a complaint be made involving scholars of another institution in addition to ACCS scholars, Argosy Collegiate will

partner with the other institution's Title IX officer(s) to complete any necessary investigations and any necessary interventions.

Protocol And Procedures For Pregnancy And Related Conditions Involving Scholars

Introduction

Title IX regulations, issued by the Secretary of Education and take effect on August 1, 2024, amends the regulations implementing Title IX of the Education Amendments of 1972 (Title IX). The final regulations, which prohibit discrimination on the basis of sex—including pregnancy and related conditions—in educational programs and activities, strengthen requirements that schools provide reasonable modifications and ensure equal access for students based on pregnancy or related conditions.

Policy Statement Argosy Collegiate Charter School does not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions.

Definition

Pregnancy or Related Conditions means:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

All Employee Reporting Responsibilities

When a student, or a person who has a legal right to act on behalf of the student, informs any employee of the District of a student's pregnancy or related conditions, unless the employee reasonably believes that the Title IX Coordinator has been notified, the employee will:

- Promptly provide that person with the Title IX Coordinator's contact information:

Grace Szulak

Email: gszulak@argosycollegiate.org

Direct Phone: 508-617-1347

Address: 263 Hamlet Street, Fall River, MA ,02724

- Inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity.
- Act in conformity with the Protocol For Reporting and Investigating Sexual Harassment and Retaliation Pursuant to Title IX regarding preventing and reporting discrimination based on pregnancy and related conditions.

Responsibilities Of The Title IX Coordinator

Upon receiving information about a student's pregnancy or pregnancy related conditions, the Title IX Coordinator shall coordinate actions on behalf of the District to promptly and effectively prevent sex discrimination and ensure equal access to the District's education program or activity pursuant to the provisions of Title IX. These actions include:

- Notice of Nondiscrimination: Informing the student, and if applicable, the person who notified the Title IX Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of the District's obligations under Title IX and providing the District's notice of nondiscrimination.
- Reasonable Modifications: Arranging for the provision of reasonable modifications to facilitate the student's participation in educational programs and activities and prevent sex discrimination. All reasonable modifications should be tailored to each student's individualized needs, and the Argosy Collegiate Charter School must consult with the student when determining what modifications will be made available. Modifications that fundamentally alter the educational program or activity are not reasonable modifications. Reasonable modifications may include, but are not limited to:
 - Lactation breaks to pump breast milk or breastfeed
 - Breaks to attend to health needs that are associated with pregnancy or related conditions, including eating, drinking or using the restroom
 - Intermittent absences to attend medical appointments
 - Access to online or home education programs
 - Schedule changes
 - Time extensions for coursework and the ability to reschedule tests/exams
 - Allowing students to sit or stand as needed
 - Allowing students to carry or keep water nearby
 - Changes in physical space or supplies (e.g., larger desks, footrests) o A larger uniform or other required clothing/equipment
 - Elevator access
 - Counseling services
 - Other changes to policies, practices or procedures as determined by the Title IX Coordinator

The student may accept or decline any reasonable modification offered by the District. The District will only require supporting documentation that is necessary and reasonable to determine reasonable modifications. The District will not request documentation for reasonable modifications such as when a student who is pregnant needs a bigger uniform; when the student has previously provided the recipient with sufficient supporting documentation; when the reasonable modification because of pregnancy or relation conditions at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom; when the student has lactation needs.

- Access to Lactation Spaces: Ensuring access to a safe lactation space. Lactation spaces are cleaned regularly, shielded from view, and free from the intrusion of others.
- Voluntary Access to Alternative Programming: Providing voluntary access to any separate and comparable portion of the District's education program or activity. Students may NOT be forced to participate in alternative programs based on their pregnancy or related conditions.
- Voluntary Leave of Absence: Arranging a voluntary leave of absence for a reasonable time determined by the student's healthcare provider because of their pregnancy or related conditions. When the student returns from a leave of absence, the student must be reinstated to the same academic status, and as practicable, to the extracurricular status that the student held when the voluntary leave began. To request tutoring in these circumstances, a family must fill out the District's home-hospital tutoring form.

Certification To Participate In Activities

Access to extracurricular activities are not limited on the basis of race, sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, color, religion, national origin, disability, or homelessness.

Pregnant students and those experiencing related conditions may not be excluded from any classes or activities because of their pregnancy or related conditions. Argosy Collegiate Charter Schools will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- The recipient requires such certification of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for discrimination

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.

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.*)