



Cape Cod Lighthouse Charter School

225 Rte. 6A, Bayberry Square

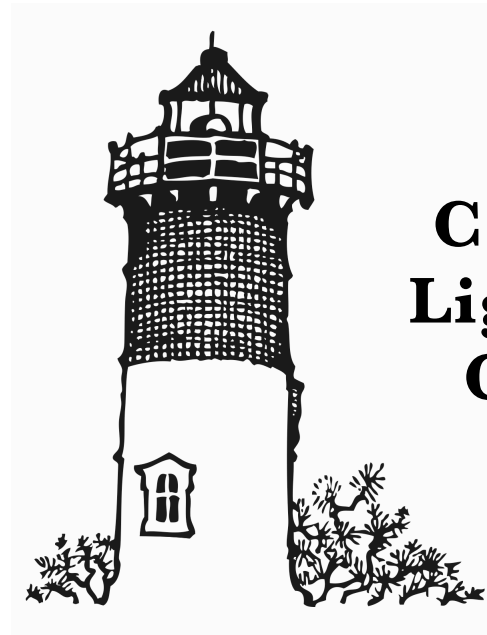
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**Cape Cod
Lighthouse
Charter
School**

Handbook
2011-2012

The Lighthouse Charter School does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation or physical impairment.

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School Calendar

2011-12 Year at a Glance

8/29, 30	Staff In-Service
9/6	First Day of School
10/7	Early Dismissal from Cape Cod Sea Camps
10/10	No School - Columbus Day observed
10/27	11:30 dismissal - Interim Conferences
11/11	No School - Veteran's Day observed
11/17	Full day CCLCS, Nauset 1/2 day - no pm Nauset buses
11/21	Full day CCLCS no school Nauset
11/22	11:30 dismissal - Staff In-Service/no school Nauset
11/23-25	Thanksgiving break
12/14	11:30 dismissal - parent conferences
12/23	11:30 dismissal - Holiday break
1/3	Classes resume
1/13	11:30 dismissal - Staff In-Service
1/16	No School - Martin Luther King Jr. Day
2/20-24	Winter break
3/19	11:30 dismissal - Staff In-Service
4/16-20	Spring Vacation
5/25	11:30 dismissal - Staff In-Service
5/28	No School - Memorial Day observed
6/14	Last day if no snow days used
6/21	Last day if 5 snow days used

Term 1 - September 6 - November 18 Days: 52

Half Days

No School Days

Oct 7 Sea Camps

Oct 10

Oct 27 (Interim Conf.)

Nov 11

Seminars: 10/18-11/17 9 sessions (no seminars 10/27 (conf))

Term 2 - November 21 - March 9 Days: 65

Half Days

No School Days

Nov. 22

Nov. 23-25

Dec. 14

Dec. 26-Jan. 2

Dec. 23

Jan. 16

Jan 13

Feb. 20-24

Term 3 - March 12 - June 14 Days: 63

Half Days

No School Days

Mar 19

Apr 16-20

May 25

May 28

June 21

(if 5 snow days used)

From the Director

From the Director

Welcome to the 2011-2012 school year at Cape Cod Lighthouse Charter School! We look forward to a wonderful year for you and your children

Please read through this handbook with your children, as it contains important information that should be helpful in answering questions about CCLCS. In addition, our faculty and staff will discuss the handbook with students throughout the year.

As a public school, CCLCS is required to have a copy of its handbook on file with the Massachusetts Department of Elementary and Secondary Education. Much of the information in the handbook (e.g., medical policies, student code of conduct) is written to comply with Massachusetts laws pertaining to schools.

We hope the handbook will provide you with a better understanding of our school, and help you to become an active member of our community. Please contact me anytime with questions, concerns, or ideas that you may have about CCLCS. We look forward to a great school year!

Sincerely,

Paul Niles
Executive Director

Joshua Stewart..... josh_stewart@
Lynda Stewart..... sstewart@
Stefanie Toner-Patterson..... stp@
Peter Trull..... pt@
Kathryn Wilkinson..... kathryn@
Anthony Williams..... awilliams@
Amy Woods..... amy@

B. Staff

add "cclighthouseschool.org" to emails ending in "@"

David Agnew.....	tech@
Joanne Amaru.....	jamaru@
Brian Bates.....	bbates@
Erin Bates.....	erin@
Kimberly Borowski.....	kb@
Margaret Bossi.....	maggieb@
Challis Crema.....	cc@
Julie Donnan.....	jd@
Elizabeth Doriss.....	bd@
Daniella Garran.....	dgarran@
Susanna Graham-Pye.....	sgraham@
Allison Graham.....	agraham@
Catherine Graham.....	cgraham@
Deborah Greenwood.....	dgreenwood@
Megan Harden.....	mgh@
Sandra Hemeon-McMahon.....	shm@
Jennifer Hyora-Williams.....	jhw@
Hannah Kast.....	hkast@
Marion Lay.....	marion_lay@
Dana LedDuke.....	dana@
Pia MacKenzie.....	pmackenzie@
Colin Martin.....	cm@
Mary Marvullo.....	mm@
Paul Niles.....	paul_niles@
Andrew Novak.....	an@
Elizabeth Novak.....	enovak@
Catherine O'Leary.....	co@
Sarah Porzig.....	sp@
Carrie Quenneville.....	cq@
Elizabeth Schultze.....	ls@
Joseph Scichilone.....	js@
Karen Scichilone.....	ks@
Judith Stacy.....	jstacy@

I. School Origins

A. Education Reform Act, Purpose of Charter Schools

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

B. Mission Statement

Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.

We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.

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

Ratified by the Board of Trustees on 5.18.09

II. Staff Bios

DAVID AGNEW (Technology Coordinator) has been a Mac user since 1984 and CCLCS tech guy since 1999. Fluent in Filemaker and CSS, he gets by in Applescript and XHTML, dabbles in PHP, and is a Web 2.0 fan. Mr. Agnew lived in Canada and Lesotho, was a boatbuilder for 20 years, and maintains an active interest in bees, energy policy, democracy and peacemaking (aka education).

JOANNE AMARU (Associate Director) resides with her husband, Bill, in South Orleans. She has worked at the Charter School for the last fifteen years, mostly as a sixth grade teacher. Prior to that, she worked as a sixth grade teacher at Nauset Middle School for ten years. She has a BA in Social Studies, 7-12, Elementary ED, 1-6, a Master's Degree in Educational Technology, and a number of courses at the master's level in administration. Two years ago she "retired", but returned part time as the sixth grade XP teacher. Last year, with heavy heart, she stepped in to finish the year for Mr. Stewart, after his untimely passing. She is currently serving as the associate director.

BRIAN BATES (6th Grade Science) obtained a B.S. from the University of Colorado, Boulder. He lives in South Orleans with his wife, Erin, and daughter, Autumn, and twins Skylar and Zoe.

KIM BOROWSKI is back for her second year at CCLCS, adding Lunch Coordinator to her Office Assistant duties. She lives in Yarmouth Port with her husband and two children- her daughter who is a present CCLCS student and her son, who is a CCLCS alumni.

MAGGIE BOSSI (Chorus) is a graduate of Smith College. Before moving to Cape Cod she taught for many years at the high school and college level. Ms. Bossi conducted the Chatham Chorale for 22 years, and is choir director and organist at the Dennis Union Church. She also plays the trumpet and is studying the trombone.

CHALLIS CREMA (Speech/Language Pathologist) received her Masters in Speech Pathology from Plattsburgh State University in 2001. She just started her fifth year at CCLCS. She lives in West Barnstable with her husband and her Bernese Mountain Dog, Rainier.

JULIE DONNAN (Special Education teacher) received her BA from the University of Denver, having majored in Psychology and Education. She is a MA certified Special Education teacher. Julie and her husband, Dave, have enjoyed living in Chatham most of their married lives, and have two daughters who are now grown and off on their own. Julie's interests include her family of course, running, and anything related to the outdoors and the water.

IX. Directory

A. Board of Trustees 2011-12

Michaud, Norm (Chair)	napcape@msn.com
Dwyer, Bob (Vice Chair).....	rdwyer@ccmnh.org
Fournier, Stefanie (Treasurer)	shf-bf@cape.com
LaBarge, Lori (Secretary).....	lori@LaBargeHomes.com
Barron, Scott V.	sbarron56@aol.com
Berkley, Thomas.....	baelamonster@aol.com
Niles, Paul (Executive Director).....	paul_niles@cclighthouseschool.org
O'Leary, Catherine (Faculty Rep).....	co@cclighthouseschool.org
Porzig, Sarah (Faculty Rep).....	sp@cclighthouseschool.org
Ramage, Georgann.....	gmramage@aol.com
Ridley, Carole.....	cr@ridleyandassociates.com
Wells, Christopher	cwells@mvtbank.com

Meeting Schedule

2011	2012
August 15	January 23
September 19	February 27
October 17	March 19
November 21	April 23
December 19	May 21
	June 18

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

that CCLCS community members will abide by this Acceptable Use Policy when using computers and other technology at the school.

Electronic Communication: Texting and wireless phone calls are prohibited in school and on school grounds (this includes walking to and from the Annex). Phone calls may be made, with permission, from the office.

Gadgets: CCLCS is an "electronics free zone." This means that students are not to use cell phones, iPods (or music listening devices of any type), or any other electronic gadgets on school grounds. They should leave all such electronics at home, or stowed away in backpacks. Laptops being used for school work are acceptable but their use is limited to school assignments.

Hardware: All users are expected to treat computers with the care they deserve. Users agree not to physically tamper with computers and computer equipment. All school rules regarding vandalism apply to computers as well. Students should not move or unplug computer cables without teacher permission.

Internet: Students may use the Internet for educational purposes only AND only with the permission of their classroom teachers - downloading, email and instant messaging are allowed only with direct teacher supervision. All users are expected to give credit for any work (graphics or text) taken from the Internet. Students may not, at any time, type their home address or telephone number to anyone on the Internet.

Optical Disks: Students may not insert CDs or DVDs into CCLCS computers without teacher approval.

Privacy: Computer files belonging to other students or teachers are the same as property. Therefore, any tampering with files or projects belonging to another person will be regarded as stealing. Users are expected to respect the privacy of files belonging to the school, teachers, and students.

Software: Students may not load software, GAMES or APPLICATIONS, onto CCLCS computers. Installation or removal of software should be done only by staff after technology team notification. Software copyrights are respected by CCLCS; software piracy is prohibited.

Any student found tampering with computer hardware or software could be liable for repair. Such repairs are often expensive. Students who violate this Acceptable Use Policy may lose computer privileges for a period of time.

BETSY DORISS (Band) directs the band and select band program. Betsy is principal oboist with the Cape Cod Symphony; she brings vast experience and great enthusiasm to our band program.

DANIELLA GARRAN (7th Social Studies) loves teaching about ancient civilizations and especially enjoys sharing stories from her archaeological digs in Bulgaria and England! She has an M.A. in Education and Museum Studies from Tufts University and majored in History and Art History at Connecticut College. Mrs. Garran has spent nearly every summer of her life at Cape Cod Sea Camps where she met her husband. She is kept very busy at home by her golden retrievers, Henley and Bo.

SUSANNA GRAHAM-PYE (Special Education and Health) left a career as a full-time journalist to be at home with her two daughters, and to devote more time to creative writing. A graduate of Smith College, she has an MFA in creative writing from Goddard College. She lives in South Orleans with her husband and children.

ALLISON GRAHAM (Health and Rec) a.k.a. Miss Allie received her B.A. in Human Development from Lesley University. Allie and her daughter, Zukhra, live in Eastham with two cats and two dogs. This is her 10th year teaching Health and Rec at CCLCS.

CATHY GRAHAM (Long Term Sub, 8th Grade Math) has returned to CCLCS, again, after a two year absence. She was officially "retired," but it did not stick, so she is back doing what she loves, teaching mathematics to middle school kids. Cathy lives in Harwichport and loves to garden, travel with her husband and visit with her grandchildren.

DEBORAH GREENWOOD (6th and 8th grade Art) has a B.A. from Rowan University and an M.Ed. from the Tyler School of Art, Temple University. She studied at the Maryland Institute of Art, Rutgers University, RISD, University of the Arts and the Pennsylvania Academy of Fine Arts. She taught art at the elementary, high school and college level. This was Debby's 15th summer as the Art Director at the Cape Cod Sea Camps. She lives in Brewster with her husband and two sons.

MEGAN HARDEN (6th Grade World Languages) has been teaching foreign language for more than 13 years. She has lived in Mexico and Costa Rica and has traveled to South America, Spain, France and Ireland. She brings her love for languages and culture to CCLCS. She is married to Charles Harden, an artist with a gallery in Barnstable. They have two energetic children named Finn and Neve.

SANDRA HEMEON-MCMAHON (Spanish) is thrilled to be back for her 9th year at CCLCS! "Senora H.," as she is known to her students, learned her Spanish by buying a one-way ticket to Madrid, Spain, and staying there until she had mastered the language. While she was there, she decided to get a

Master's degree in the language from New York University. Senora wishes that all her students could learn Spanish that way, but promises to make their experience as authentic as possible. Prior to teaching at CCLCS, she taught Spanish at Cape Cod Tech. Senora lives in Dennis with her husband and two children.

JENNIFER HYORA-WILLIAMS (Special Education Coordinator/Grade 6 Special Education Teacher) is a native Cape Codder returning for her seventh year at CCLCS. She previously taught at Harwich Elementary School and the Laurel School in Brewster. She received her BS in Early Childhood Education from Colby-Sawyer College and her M.Ed. in Special Education from Framingham State College. She lives in Brewster with her husband and two daughters.

HANNAH KAST (8th Social Studies) graduated from the George Washington University in Washington, DC with a degree in International Studies and Psychology. Before becoming a teacher, she taught Kindergarten in Northern Tanzania, coordinated volunteers in the DC public schools, ran leadership programs in Cape Town, South Africa and worked in outdoor education in New Hampshire. Prior to CCLCS she worked in the Burlington school district and completed her Masters in Middle Level Education at University of Vermont.

MARION LAY (Administrative Assistant) hitched her wagon to the MA charter school experiment 18 years ago, two weeks before CCLCS opened as one of the first charter schools in the Commonwealth. What a ride! Mrs. Lay lives in West Brewster with her husband, dog, cat, chickens, and honeybees. Two grown daughters and a son-in-law on the No. Shore and NYC live near enough to visit and be visited regularly.

DANA LEDDUKE (Special Education Teacher) graduated from Westfield State College with a Bachelor of Science in Early Childhood Education and Liberal Studies. After graduating, Dana worked with younger children before making the switch to middle school. She has just received her Master's Degree from Northeastern University. This is her 6th year at CCLCS.

PIA MACKENZIE (French) first learned to love and speak French during her childhood, living in Abidjan, Ivory Coast and Paris and attending French schools. Madame's educational background is largely in the Fine Arts with a BFA in Painting earned at Rhode Island School of Design, and graduate work at the School of Visual Arts in New York City. She recently completed her Masters in the Art of Teaching French at Bennington College. A professional artist for more than 30 years, she has a long exhibit history and teaching experience at most of the arts organizations on the Cape. Her work is in many collections including the Cape Museum of Art and the Provincetown Art Association & Museum.

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

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

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

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

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

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

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

D. Acceptable Use of Educational Technology

All students and staff at Cape Cod Lighthouse Charter School will have access to technology as part of their learning environment. It is expected

exceed 45 days. Thereafter, your child will return to the previously agreed-upon educational placement unless either a hearing officer orders another placement or you and the school agree on another placement.

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

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

Consideration of whether the behavior is a manifestation of the student’s disability

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

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

COLIN MARTIN (7th Math) was raised in upstate New York and Cambridge, Massachusetts. He is a graduate of Carnegie Mellon University. Most recently, Colin lived in Los Angeles for sixteen years. For the past eight years Colin taught at Chatsworth Hills Academy and also served as Head of Middle School there for three years. He has two sons (Jordan, 6, and Des, 2) and one cat and is looking for a new dog to join the brood in North Eastham. He enjoys movies and books; and he loves to run marathons. Most of all he is very happy to be on the Lower Cape (the beaches on the Cape are the best) and at such a great school with wonderful students and amazing teachers.

MARY MARVULLO (School Psychologist) obtained her BS in Education from Lesley College and her MA in Psychology from Adelphi University. She enjoys being co-advisor to Student Government with Mr. Scichilone. When Mrs. Marvullo is not in school, she enjoys spending time with her family, reading and going to the beach.

PAUL NILES (Executive Director/8th Grade Science) is one of the founding teachers at CCLCS. Paul was lured to CCLCS from teaching science at a small school in Western Mass. He has a BA in French from the College of the Holy Cross, a BS in zoology from UMass/Amherst and an M.Ed from UMass/Amherst. He lives in Eastham with his wife. He spends his spare time playing sports, enjoying nature and figuring out how to pay college tuition.

ANDREW NOVAK (G6 Exploration and Math Assistant) holds his BSc. in Biology from the University of Massachusetts in Amherst, has been teaching and tutoring in Mathematics and Science since 2007, and has worked at CCLCS in varying capacities since 2009. This year, he teaches 6th grade eXplorations (XP), and is working to support students' progress in Mathematics through the benchmark system. He is certified in High School Biology and Middle School Mathematics, loves running, hiking, birding, chess, and caring for his baby boy, born in July of 2011. He lives in Harwich Port with his wife Elizabeth, and son, Hayden.

ELIZABETH NOVAK (8th Grade Math) is thrilled to be back for her eighth year at CCLCS. She received her BA in Mathematics from Mount Holyoke College, and is also an alumna of Cape Cod Community College. In addition to her mathematics teaching, Liz has had extensive experience with outdoor and experiential education.

CATHERINE O’LEARY (6th Grade LA) graduated from Boston College in 2003 with a B.A. in English and again in 2008 with M.Ed. Prior to arriving at CCLCS in 2008, she taught 7th grade Language Arts in Brookline at the Dexter and Southfield Schools, as well as 5th grade in the Newton Public Schools. She resides in Harwich with her husband and dog.

SARAH PORZIG (Special Education Assistant) earned a BA in art from the University of Rhode Island. After realizing she was no interest in being a

gallery artist, she joined an Americorps program called City Year - a nonprofit organization that provides educational support and community service in inner cities around the country. Following that her year in Cleveland, OH, she returned to Boston and enrolled in Lesley University's masters program for Creative Arts and Learning, with a focus on alternative education. She is now in her fourth year as a member of the special education team at CCLCS!

CARRIE QUENNEVILLE (Special Ed/Art) joins us again as the 7th grade art teacher, a learning specialist in the Special Education Department, and our Field Hockey Coach. She holds a teaching degree from Mt. Holyoke College and is working toward a Master of Art Education through UMass-Dartmouth. She lives in Dennis with her husband Shane, their wonderful son Zaq, beautiful baby daughter Aurora, and a pup named Cabo.

ELIZABETH SCHULTZE (String Ensemble) is a graduate of the Oberlin Conservatory. Liz was a cellist in the Bergen (Norway) Philharmonic, and a freelance musician in Stockholm, Sweden before settling on the Cape in 1991. Now a member of the Cape Cod Symphony and the Simon Sinfonietta, Liz teaches private students and lives with fellow Schultze-Ericsson Quartet members Bo, Sam and Annika.

JOE SCICHLONE (8th Grade Math and Science) is a graduate of CCLCS, who is very happy to join the staff as a full-time teacher. Joe earned his bachelors of science degree in geology/chemistry at Bridgewater State College. He brings a great deal of experience in working with young people of all ages.

KAREN SCICHLONE (Business Manager, Athletic Director and Part-time Math Teacher) has been part of CCLCS since its birth. All four of her children attended the Charter School. Karen holds an Associates in Accounting from CCCC and a BS in Psychology, Minor in Math and Education from UMass Dartmouth. She is certified in Middle School Math and Social Studies. Karen loves to travel and read in her off time. She lives in Yarmouth with her husband Ray, a bunch of kids, two grandsons and two golden retrievers.

JUDY STACY R.N. (School Nurse) graduated from Fitchburg State College with a B. S. in Nursing. In her 15th year at CCLCS, Ms. Stacy lives in Dennis with her husband, son, daughter, son in law, granddaughter, a crazy dog & a cat. Her other 2 children visit frequently. There is never a dull moment. She is an avid walker and gardener who is somewhat obsessed with health, fitness & fashion.

JOSH STEWART (6th grade Math) returns for his 15th year at CCLCS, and his 13th as the sixth grade math teacher. A graduate of Nauset Regional schools, Mr. Stewart studied American History and Studio Art at the Univ. of Vermont, and earned a M.Ed in Middle School Education from Lesley College. When not teaching, he spends his time working on his 220 year-old

including, but not limited to, marijuana, cocaine, heroin, may be subject to expulsion from school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Board of Trustees. The expelled student shall have ten days from the date of expulsion in which to notify the Board of Trustees of his appeal. The student has the right to counsel at a hearing before the Board of Trustees. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Discipline of Students who are Eligible for Special Education Services

In general, if your child has violated the school's disciplinary code, the school may suspend or remove your child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If your child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function or has repeated incidents of suspendible offenses, the school may place your child in an interim alternative educational setting for up to 45 calendar days. If your child has been placed in an interim educational setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to

included in a class trip, a student must meet the following academic standards.

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

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

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

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

Due Process

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

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

C. Special Disciplinary Procedures

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in Chapter 94C,

house, cheering on the Red Sox, and exploring Cape Cod. He lives in Orleans with his wife, his two children, and "Murray The Dog."

SANDY STEWART (Special Education Office Assistant) returns to the office and SpEd department for the first time in 17 years without Mr. Stewart Big. Like so many, she misses him greatly, but she sees him in every classroom and hallway and in every student and teacher whose life he touched. So Huzzah! She lives in Brewster and spends as much time as she can outside of school with her grandchildren Malcolm and Ellie, and her dog Bay.

STEFANIE TONER-PATTERSON (Special Education Assistant) is happily returning to the world of education after taking some time off to raise her two daughters, Maya & Calla, who are now 11 & 9. She taught high school English for many years before branching into the field of special education. She has an undergraduate degree in English + Secondary Education and a Master's in Education. Stefanie is also a certified yoga teacher and youth empowerment counselor. She works with girls' groups on the Cape teaching yoga, meditation and social-emotional health and well-being. Stefanie enjoys taking long walks, running, and seeking out any adventure on the waters of Cape Cod. She lives in Sandwich with her daughters, her husband, Steve, and their beloved "therapy dog," Lila Brown.

PETER TRULL (7th Grade Science) holds a Masters Degree in Education, and has worked in science and education for more than 20 years. He was education director at the Cape Cod Museum of Natural History and the Center for Coastal Studies (where he developed and taught classes related to whales and marine ecosystems). He has authored three books about Cape Cod natural history and is currently conducting long-term research on Eastern coyotes and the fisher. He lives in Brewster with his wife Carol. He enjoys birdwatching, writing, photography and fishing.

KATHRYN WILKINSON (6th Grade Social Studies) returns to CCLCS for her eighth year. Previously, Kathryn taught fifth grade at an international school in Guatemala. She earned an undergraduate degree from the University of Vermont, and a Masters in Education from Lesley University. Kathryn lives in Orleans with her husband, two kids, a dog, and two cats.

TONY WILLIAMS (7th Grade LA) is a fifth year wash ashore and teacher at CCLCS. He and his wife welcomed their daughter, Lelia, into this world last March. They live in West Yarmouth with their Boston Terrier, Louis.

AMY WOODS (8th Grade LA) and her husband, Seamus, live in Brewster with their daughter Ella, son, Asher, and their crazy cat, Roshi. Before coming to CCLCS in 2005, Amy taught in Pennsylvania for eight years. She has an undergraduate degree from the University of Pennsylvania and a Master's degree from Arcadia University. When not teaching, Amy enjoys teaching classes at Willy's Gym, reading, skiing, and playing with Ella and Asher.

III. Charter School Campus

A. Layout

As can be seen from the floor plan, the school is comprised of two wings (separated by the Chinese Restaurant), nine classrooms (four at each grade level), foreign language rooms, an art/music room, lavatories, and various offices. The school's playground is located on the side of the building next to the eighth grade classrooms. The "Annex" houses additional classroom space and offices.

Off-campus sites are used by the school for various purposes.

B. Noise Restrictions

Noise is always a potential problem. To minimize noise, students, staff members, and visitors are asked to be aware of classes when entering the building or while passing through hallways around the school.

C. General Safety

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

1. Behavior while traveling off-campus: Students frequently travel off-campus for various activities in school-owned vehicles and parent-driven vehicles. There are several rules that must be followed to ensure the safety and driver liability:
 - a. Students must wear seat belts at all times.
 - b. Behavior while in a vehicle is not dependent upon whether or not the driver is a teacher or a parent. All drivers must be respected.
 - c. The radio is controlled by the driver.
 - d. Students are not permitted to eat or drink in school vehicles.
 - e. The vans are limited to 11 passengers in addition to one driver.
2. Students are not allowed to walk off-campus before, during or after school unless accompanied by an adult or with written parental permission.
3. Students are not allowed in the Chinese restaurant during school hours except to get their lunch.
4. Fire Drills occur in accordance with the Town of Orleans fire ordinances. Exits are clearly marked leading from or adjacent to each classroom.

Suspension Recording Protocol

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

Field Trip/Physical Education Behavior

The curriculum at the CCLCS often provides for learning experiences away from the school grounds. During these activities, it is important for all students to be responsible for their behavior. Inappropriate behavior may result in loss of field trip privileges. The following rules are in addition to normal school rules.

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

Behavioral/performance expectations for participation in extended field trips

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

We strive to make these trips positive growth experiences for ALL students, but it does sometimes happen that students need to be excluded from a class trip. These exclusions are rare, and are based on the student's behavioral and academic performance at school. In order to be

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

Tracking Student Behavior

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

1. Initial identification of the incident. At this stage the staff member notices the incident and engages the student to begin processing.
2. After initial verbal processing, the student is prompted to fill in a “Think About It” (TAI) sheet. This may be done in the classroom, in a time out space outside of the classroom, or in the office area.
3. After the sheet has been filled out, the teacher or administrator determines next action steps and fills them in on the form. Steps can include a student conference with teachers or administrators, a parental meeting or phone conference, or loss of privileges for the student. Staff should be sure to follow special protocols that may have been developed for students on behavioral plans.
4. One of the adults processing the incident is assigned to take charge of the action steps.
5. The sheet is put into a folder in the team notebook.
6. A teacher designated for each grade level removes the form from the folder, enters the incident onto the student's electronic database file, records on the form how many forms the student has accumulated to date, and logs and transfers the sheet into the grade's disciplinary notebook.
7. The team reviews the last week's recorded disciplinary incidents at each week's grade level meeting.
8. An accumulation of TAI forms may result in an after-school session, as well as a meeting with the student's parents to address the root causes of the behavior and to discuss strategies to improve behavior (assuming such a meeting has not been recently held before this). As mentioned in the general Student Behavioral Contract, repeated misbehavior may require a more specific Individual Behavioral Contract.

Accumulation of "Think About It" sheets may trigger review of the student's eligibility for field trips. The review may determine that a student is ineligible, or it may trigger a warning letter.

D. Maintenance

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

IV. School Policies

A. Anti-Hazing and Bullying Policies

CCLCS is committed to a safe and welcoming learning environment for all students and staff, open to free expression and free from harassment, intimidation, bullying or hazing in any form.

The term “hazing” as used in this section shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. The Cape Cod Lighthouse Charter School abides by MGL 269, 17-19. A copy of this section of the Mass General Laws can be found on our school website under ‘Governance’.

“Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- * Physically or emotionally harms a student or damages the student's property; or
- * Has the effect of substantially interfering with a student's education; or
- * Is severe, persistent, or pervasive, creating an intimidating or threatening educational environment; or
- * Has the effect of substantially disrupting the orderly operation of the school.

While CCLCS cannot mediate alleged incidents that take place outside of the school day (the school day includes official school activities, sports events and field trips) or away from school grounds, action will be taken to contact families about all reported instances of harassment, intimidation or bullying involving CCLCS students.

Harassment, intimidation or bullying may take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawing

cartoons, pranks, gestures, physical attacks, threats, social exclusion or isolation, or other written, electronically transmitted acts (via email, website postings, blogs, or cell phones), oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

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

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

B. Athletics Policy

The Lighthouse Charter School states as its mission the intent "to foster intellectual development and academic achievement by providing a school focused upon challenging, interactive, interdisciplinary learning experiences, creating a center for activities involving parents and community members, as well as teachers and students."

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

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

All CCLCS sports teams are fully inclusive, operating under a "no cuts" policy. The following guidelines have been developed in order to serve

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

Other Infractions

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

- disruption of the learning environment
- disrespect or bullying directed towards teachers or other students
- mistreatment of the physical setting or materials
- disobeying or being disrespectful of teachers or other adults in charge
- inappropriate contact with other people or materials
- treating others badly because of their ethnicity, religion, gender, sexual preference, family background or general appearance (see discrimination / harassment policies in this handbook)
- inappropriate or distracting items brought to school
- unsafe behavior in class or in shared spaces
- poor sportsmanship in group settings
- violation of the "Acceptable Use of Technology" contract
- inappropriate language.

Teachers and other adults in charge have a range of options available to address these situations. As noted in the Student Behavioral Contract, responses may vary depending upon how many infractions a student accumulates (see section on "Tracking of Student Behavior"). Teacher responses need to balance the need for consistency with the ability to appropriately judge the magnitude of a response in a given situation. As such, maintaining discipline is part art, part science. Teacher responses will include the following tools.

B. Consequences for Breaking Rules

Very Serious Infractions

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

Very serious infractions include:

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

the needs of the teams to balance inclusiveness and safety with competitiveness in an environment where our teams often play against larger schools where rosters have been trimmed.

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

Playing Time Guidelines

Student athletes at CCLCS bring a wide range of abilities and commitment levels to their sports. Some athletes are amongst the elite at their age levels—they may play for town and travel teams and they may follow special training regimens. They may have plans into the future that include playing the sport in high school and beyond. Other athletes may be trying a sport for the first time. They may not be experienced in the rules and techniques of the sport. Some team members may have physical challenges that make competing in the sport especially difficult for them. They may have little chance of continuing to play on teams in high schools where “cut” policies may be in place. The playing time guidelines outlined here are designed to honor both kinds of athletic team participation. Committed competitive athletes deserve an experience that will hone their skills and keep them on track to meet their larger athletic goals. Novice team members deserve the chance to experience the many benefits that result from successful participation in school based team sports.

All eligible student athletes have the right to participate equally in practice sessions. Although coaches may at times “split squads” for smaller practice experiences, students of all ability levels should have equal practice time.

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

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

Coaches may designate certain players as “highly committed and experienced.” These players may play more minutes and more games than players who are less committed. Coaches may also designate certain players as “developmental.” These players may see less playing time due to reasons of safety and/or competitiveness. All players will receive skill training commensurate with their skill level, and will be rewarded with greater playing time by virtue of their commitment.

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

Academic Requirements for Student Athletes

In order to participate on a team, student-athletes are expected to maintain a "C" average or better in all classes. Beginning with the last school day of the second week of practice for any sport, each student-athlete will receive a biweekly progress report from each of his/her teachers. The reports will be graded on a "Pass," "Borderline," or "Fail" basis as follows:

- Pass = C average or better, with all assignments up-to-date
- Borderline = D average, or incomplete assignments
- Fail = F average

Any student-athlete who receives a "Borderline" must raise that grade to "Pass" by the next report. Failure to do so will result in temporary suspension from the team until the grade is raised.

Any student-athlete who receives two or more "Borderline" grades, or one or more "Fail" grades will be suspended from the team immediately. The suspension will remain in effect until all grades are raised to "Pass."

If a serious decline in grades occurs (even though grades are still passing), and determined to be due to lack of effort or poor time management, a student-athlete may be suspended until he/she has brought schoolwork back up to its previous level.

Any student-athlete suspended because of poor academic performance will be dismissed from the team and declared ineligible for the remainder of the season if the "borderline"/"fail" grades are not raised to "pass" within two reporting periods. All decisions to suspend or dismiss a student athlete shall be made by the Director in consultation with the head coach.

Any student absent from school for more than half a day on the day of a meet/game may not participate in the competition.

Behavior of Student Athletes

Student-athletes are representatives of the Cape Cod Lighthouse Charter School and are expected to maintain proper school behavior at all times. Inappropriate behavior or poor sportsmanship, either in school or at a game or team function, is subject to the disciplinary code in the Student Responsibilities section of the CCLCS Handbook, and may additionally include suspension or dismissal from the team. Any student who receives

The Universal Student Contract:

As a member of the learning community at the Cape Cod Lighthouse Charter School, I understand my behavior is an important ingredient to building a strong, supportive community of learners, and I agree to follow all parts of the behavioral code described in this document.

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

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

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

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

I agree to avoid participating in gossip or in circulating notes or other written or electronic (like email or instant messaging) materials that could be designed to hurt somebody else's feelings.

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

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

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

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

- The right to be respected as a member of the community.
In turn, each student is responsible for treating others the way s/he would like to be treated.
- The right to receive the best possible education.
In turn, each student is responsible for being prepared to work in class and on homework to the best of his/her ability, and for cooperating with teachers and classmates.
- The right to feel safe and secure in school.
In turn, each student is responsible for following the discipline code of the school and to respect his/her classmates and their property.
- The right to be treated fairly.
In turn, each student must accept the consequences of his/her behavior.

Setting Clear Expectations

At the beginning of the school year each student at CCLCS is expected to understand and sign a copy of the behavioral contract below. This contract translates the rights and responsibilities detailed above into a clear set of behaviors that can help to guide student actions during their time at CCLCS.

A. Universal Student Contract

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

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

community service or other disciplinary action on the day of a game will be held responsible for that consequence.

Students on sports teams are expected to follow the same behavioral codes that are outlined in the student handbook and in student behavioral contracts. Penalties for inappropriate behavior as determined by coaches and school personnel are as follows:

- First offense: suspended from team for one game to one week
- Second offense: suspended from team for two weeks
- Third offense: suspended from team for remainder of the season

C. Concussion Policy

Management of Head Injuries & Concussions

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

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

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

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

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

Recognition of Concussion

A concussion is a brain injury and all brain injuries are serious. Concussions can range from mild to severe and can disrupt the way the

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

Signs (observed by others) Symptoms (reported by the athlete)

- Athlete appears dazed or stunned.....Headache
- Confusion..... Fatigue
- Forgets plays.....Nausea or vomiting
- Unsure about game, score, opponent..... Double vision, blurry vision
- Moves clumsily.....Sensitive to light or noise
- Balance problems.....Feels sluggish
- Personality change.....Feels “foggy”
- Responds slowly to questions.....Problems concentrating
- Forgets events prior or after the hit..... Problems remembering
- Loss of consciousness

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

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

Any athlete even suspected of suffering a concussion must be removed from the game or practice immediately. When in doubt, the athlete sits out. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms

For more information watch for updates in "Notes to Home" about Parent Association activities.

VIII. Student Responsibilities

Statement of Purpose

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

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

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

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

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

We support and defend high expectations and expect others to do the same.

Individual Rights and Responsibilities

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

B. Special Education

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

504 Accommodation Plan

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

Instructional Support Intervention

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

Disciplinary Actions

State and federal regulations provide certain protections relevant to disciplinary action for students who are eligible or may be eligible for special education services. Please refer to page 33 for more information.

VII. Parent/Guardian Responsibilities

Volunteering

Parental participation is an integral part of the Lighthouse Charter School. We depend on parent help for many school activities throughout the year. Every parent is expected to volunteer three hours per month. If your work schedule prohibits you from coming in to school during the day, there are many other ways in which you can help (e.g. join the Fundraising Committee, stuffing envelopes for a mailing). Please be generous with your time and skills. With the help of our parents, we are able to provide a rich and diverse education for students.

clear. Close observation of the athlete should continue for several hours. The athlete may not return to play until they have been evaluated by a health care professional trained in the evaluation and management of concussions.

For further information on concussions you can go to:
<http://cdc.gov/concussion/HeadsUp/youth.html>

D. Curriculum Exemption Policy

The curriculum at the Lighthouse School is based upon the Massachusetts Curriculum Frameworks and teacher-developed programs of study. All activities which occur in our school are directly related to the goals and objectives of the curriculum and have distinct academic purposes. Exemption of a student from class is permissible only for health classes or specific sections of the curriculum. Exemption from health class is permissible with a note from a student's parent/guardian. Decisions regarding student exemption from classes for religious reasons are made in accordance with state and Federal guidelines on a case-by-case basis.

Exemption procedure:

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

E. Discrimination Policy

The Cape Cod Lighthouse Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the

Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act), or on the basis of sexual orientation or religion in accordance with Massachusetts General Laws Chapter 76, Section 5.

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

Title II of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title VI of the Civil Rights Act of 1964 prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.

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

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

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

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

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

Paul Niles, Director
Cape Cod Lighthouse Charter School
225 Route 6A Orleans, MA, 02653
508-240-2800

504 Coordinator is:

Mary Marvullo, School Psychologist
Cape Cod Lighthouse Charter School

public use of the Cape Cod Lighthouse Charter School buildings is limited to school activities that are directed by CCLCS staff.

E. Electronics

CCLCS is an "electronics free zone." This means that students are not to use cell phones, iPods (or music listening devices of any type), or any other electronic gadgets on school grounds. They should leave all such electronics at home, or stowed away in backpacks.

At the end of the school day, all electronics must remain out of sight until a student has left school grounds. If a student needs to communicate with a parent/relative, they will be able to use a school phone or their cell phone in the office.

If a student is found to be using his/her phone, etc. in school, it will be taken and held in the office until the end of the day when it will be returned. If it happens a second time, a parent/guardian will need to come to school to collect the device.

VI. Student Services

A. Counseling

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

Homeroom: Every student in each grade is assigned to a homeroom at the outset of the school year. Homeroom is structured to provide the opportunity for every student to explore issues of personal concern with their homeroom teacher. This teacher endeavors to create a homeroom environment where students may feel comfortable seeking advice and parental-level counseling on issues relating either to their peers or the school.

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

In-school Counseling: The school offers the services of a school psychologist to assist students with problems that can be dealt with on a short-term basis.

ride home. It is important that students note the number of the bus route on which they ride as the bus drivers can change.

Parents picking students up at NRMS are asked not to line up or park in front of the school. Instead, afternoon pickups are to be completed in the parking lot nearest the Snow Library.

Students from outside the Nauset District must provide their own transportation to and from school (i.e. parents, car pools, B-bus). B-bus and Flex-bus are operated by the Cape Cod Regional Transit Authority. Nauset School District policy does not allow students from out-of-district to ride their buses, ever. Since Nauset provides our transportation, therefore we cannot issue bus passes for out-of-district students.

Safe parent / car pool pickup of students:

If you are picking up 6th graders, as you enter the parking lot, turn right and approach the school via the far right 'lane' of the parking lot. We will dismiss 6th grade students from the 6th grade entrance.

If you are picking up 7th and 8th graders or a carpool with mixed grade students, please turn left toward Route 6A as you enter the parking lot. Parents are asked to park or line up adjacent to the 6A fence. Please do not park near the school or in front of the Chinese restaurant. The bus company requests that the corridor between the parking spaces and the front portico all the way past the Chinese restaurant be left free of cars so the bus drivers have full visibility and no traffic hazards.

For families from Bourne to Dennis a bus service for our students has been established. For information, please contact lighthousebusinfo@comcast.net.

All students biking to and from school must wear proper helmets.

C. Meetings

Board of Trustee Meetings: All parents are welcome to attend Board of Trustees meetings which are held on the third Monday of every month unless otherwise noted. All meetings are posted on the front door of the school and on the school website.

D. Building Use

The Board of Trustees of the CCLCS have voted the following Building Use statement as policy for the school: For safety and liability reasons,

225 Route 6A Orleans, MA, 02653
508-240-2800

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

1. The aggrieved party should attempt remediation through a conference with the Teacher involved. Should this prove to be unsatisfactory or undesirable, the grievance may be taken to the Director.
2. The aggrieved party, if dissatisfied, may present his or her grievance to the Director who after hearing the facts and after consultation with the Teacher, takes any action he or she thinks is indicated.
3. If the aggrieved party feels that the solution or decision is not agreeable to him or her, he or she may appeal to the Chairman of the Board of Trustees.

F. Harassment Policy

The Lighthouse School is committed to maintaining a school and work environment free of harassment of any kind, including harassment based on gender, race, color, religion, national origin, age, sexual orientation, or disability. The Lighthouse School expects all employees and members of the school community (Board of Trustees, parents, staff, students, and volunteers) to conduct themselves in an appropriate and professional manner with concern for their fellow employees and students.

Harassment in any form will not be tolerated. Harassment may include but not be limited to:

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

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

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

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

G. Medical Policy

Peanut-free

The school is peanut-free to ensure the safety of students with severe allergies to peanuts and products that contain peanuts. Please carefully read labels to ensure that your child is not bringing to school any foods that may contain peanuts.

Student Emergency Information Sheet

The Student Emergency Information Sheet must be completed and returned as close to the first day of school as possible to be kept on file in the office. Three separate telephone numbers would be appreciated, whenever possible. Please be sure there is a LOCAL person listed who can be reached when you are not at home. Only first aid treatment can be provided at school. No student is allowed to leave the school alone when ill, and parents are expected to provide transportation. Please inform the school nurse of any medical problems that could affect the student's performance in school.

Medication

No medication will be dispensed in school unless prescribed by a physician. When a student is required to take medicine during school hours a consent form must be signed by the parent and physician BEFORE any such medicine will be dispensed. The medicine must be in a labeled prescription bottle and must contain no more than a 4-week/20-day supply. The medicine will be kept under lock and key and dispensed only by the school nurse or her designee. These rules also apply to all over-the-counter medications except Tylenol and Tums which may be dispensed with written parental consent during the school day. If your child is undergoing orthodontic treatment or is prone to headaches, it is advisable to have a signed consent form for pain relievers on file. These forms are available from the nurse. For students in need of medication on

cafeteria, arrangements have been made with local restaurants so that we can offer lunch every day to all grades. Additionally, there is a drink machine for the purchase of water and juice drinks. The school does offer a free and reduced price lunch program. Forms are mailed to each family annually and are available throughout the year through the school office.

All Lunches are \$3.50 and are offered with milk and 100% apple juice:

Monday -Papa Gino's Pizza

Tuesday - Local Flavor (Soup/Sandwich)

Wednesday - Local Flavor (Mexican)

Thursday - Local Flavor (Pasta/Salad)

Friday - Hunan Gourmet

- Milk may be ordered separately for \$.50, or juice for \$.25.
- Lunch orders and payments for the following week are due in homeroom on Fridays (in sealed envelopes, please).
- Absences: when you call in an absence, please let us know to cancel & credit their lunch for that day.
- Tardies: if you know your student will arrive late on a day they have a lunch order, please call by 9 a.m. and let us know if they will be here for lunch. Otherwise, we will cancel orders for students not present at that time.

A printable Lunch Order Form is available on our website.

B. Transportation

Students living in the Nauset Regional School District (Brewster, Eastham, Orleans and Wellfleet) are provided school bus transportation, but occasionally our schedule differs from the Nauset Public Schools, and parents must arrange morning and/or afternoon transportation. If you have trouble arranging transportation, call the office and we will try to help. Nauset District students who wish to travel on a bus other than their own may do so for child care reasons. All students are bound by the Nauset district rules for bus conduct.

Mornings CCLCS students who are transported by Nauset buses ride to the Nauset Regional Middle School (NRMS) and change to relay buses designated for CCLCS. These students will be transported to CCLCS after all buses have arrived at NRMS.

In the afternoon two Nauset relay buses will arrive at CCLCS at approximately 2:35 p.m. These buses will depart at 2:40 p.m. taking CCLCS students to NRMS where they will change to their buses for the

of 15 days. A student who is absent and/or tardy in excess of 30 days will trigger an administrative review to determine if the student is eligible for promotion to the next grade. Special help is provided for specific, documented, excused absences such as medical issues.

Please note: a student must be present in school in order to participate in extracurricular activities after school, including sports and clubs. Students dismissed before or arriving after 11:30 a.m. are considered absent, as they will have been in attendance for less than half the school day. Students arriving after 8:25 a.m. are considered tardy and must report to the front office to sign in.

Early dismissals: are listed on the morning attendance sheets; please notify the school office, either by note or phone call, when a student is to be dismissed early. Any student dismissed before 2:35 p.m. must be signed out at the office except students dismissed early because of illness who will be signed out by the School Nurse. Students dismissed before 11:30 a.m. will be marked absent for the day.

Dismissal: Student safety is one of the school's primary concerns. Because of the Lighthouse School's location, special dismissal procedures have been implemented and must be followed. Students riding the Nauset relay buses will line up in front of the school by grade level.

- Students staying after school are to remain in the building and wait for the teacher with whom they will be working.
- 7th & 8th grade students being picked up should walk along the sidewalk to the marked crosswalk nearest the Urban Playground where they can cross safely to waiting vehicles.
- 6th graders should use the crosswalk outside the 6th grade.

Although most of our students ride the buses, many ride in car pools and are picked up each day by different drivers. Parents must give the school a list of the regular car pool drivers. For safety's sake we require that anytime someone other than a parent or car pool member is picking up a child, the office be notified by the parent, identifying the person authorized to pick up the child. Please ask the person to identify him/herself to a staff member. If the person is picking the child up before dismissal, please ask him/her to come to the office and sign the child out.

Lunch and Snack: The school is peanut-free to ensure the safety of students who have severe allergies to peanuts. Please ensure that your child does not bring ANY food items that may contain peanuts. Students should bring a healthy snack and lunch along with a drink (no soda, energy drinks, coffee, etc.) to school. Because the school does not have a

long-distance or overnight field trips, policies and procedures have been developed and are available from the school nurse.

Physicals/Immunizations

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

Annual Health Screening:

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

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

H. Physical Restraint Policy

Cape Cod Lighthouse Charter School seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, Cape Cod Lighthouse Charter School seeks to ensure that every student attending our school is free from the unreasonable use of physical restraint. Physical restraint shall be used

only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

1. Use of restraint - Physical restraint may be used only in the following circumstances:
 - * when non-physical interventions would not be effective; and
 - * when the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.
2. Limitations on use of restraint - Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
3. Prohibitions - Physical restraint is prohibited in the following circumstances:
 - * as a means of punishment; or
 - * as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Definitions

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

1. Extended restraint is a physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.
2. Physical escort is the touching or holding of a student without the use of force for the purpose of directing the student.
3. Physical restraint is the use of bodily force to limit a student's freedom of movement.

Training

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

V. School Procedures

A. Operations

School Hours: The students' school day begins with homeroom at 8:25 a.m. and ends at 2:35 p.m. The earliest time that students should be dropped off at school is 8 a.m. Students arriving early should report to quiet study hall in a designated grade-level classroom. Students must be picked up after school or take the school bus by 3 p.m. unless they are participating in a school activity. Adherence to the 3 p.m. pick up time is extremely important since staff will be either in meetings at that time or engaged in after-school activities with other students.

School Calendar: As in the past, the Charter School generally follows the Nauset Regional School District's schedule. See page 2.

School Cancellation: Because of our dependence on the transportation services of the Nauset Regional School District, the Cape Cod Lighthouse Charter School is canceled whenever the Nauset Regional District schools are canceled. CCLCS uses the SchoolReach service to call each family, with cancellations also announced on the following Cape radio stations:

WCIB 102 FM; WCOD 106 FM; WFCC 107.5 FM; WKPE 104.7 AM & FM; WOCN 103.9 FM; WOMR 92.1 FM; WQRC 99.9 FM; WRZE 96.3 FM; WXTK 95.1 FM...

on these TV stations: WBZ and WCVB...

and listed online at www.cancellations.com.

Visitors: All visitors to the school must report to the office.

Attendance: The Department of Elementary and Secondary Education (DESE) requires that all schools maintain a minimum of 95% attendance and holds the school accountable for assuring that this requirement is met. Individual student attendance is reported to the DESE quarterly. Tardiness and early dismissals are considered attendance issues. If your child will not be in school, the school must be notified no later than 9 a.m. Please call 508.240.2800 and leave a message. Parents are notified as attendance issues arise and every effort is made to address unexcused absences informally. Chronic attendance issues which remain unresolved may necessitate notification to social service agencies or the filing of a Child in Need of Services petition with the court system. In addition, a hearing may be held with the parents and the school director, along with the student's team of teachers, for students absent and/or tardy in excess

M. Student Records Policy

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

There are basically two types of records. The first is the permanent record, consisting of the very basic information, such as name, address, phone number, birth date, parents, courses, and grades. The second is the temporary record, consisting of test scores, class rank, teacher evaluations and extracurricular activities. Parents and eligible students may inspect, obtain copies at a reasonable fee, and have interpreted any data contained on the student's record within 48 hours of receipt of a written request. Requests should be made to the Director.

If there is a legal need for a non-custodial parent to have their rights of access restricted, the school will need to have a letter from the custodial parent explaining the situation.

N. Wellness Policy Statement

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

*CCLCS will be a safe and healthy place for children and employees to learn and work, with a climate that nurtures learning, achievement, and growth of character.

* All students will be taught the essential knowledge and skills they need to become "health literate" - that is, to make healthy choices and avoid behaviors that can damage their health and well being.

* CCLCS will be organized to reinforce student's adoption of healthy behaviors and school staff will be encouraged to model healthy lifestyles.

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

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

Reporting Requirements

CCLCS staff shall report the use of physical restraint as specified in 603 CMR 46.06 (2) after administration of a physical restraint that results in any injury to a student or staff member, or any physical restraint of duration longer than five minutes.

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

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

I. Recreation/Physical Education Policy

1. Please make certain that students wear proper footwear and clothing to class. All students should wear clothing that they can move around in easily and clothing that is weather appropriate. Fashion sneakers (with heels), flip-flops or other open-toe shoes are not permitted.
2. Emphasis is placed on effort and attitude as opposed to achievement. It is more important that students cooperate with others and try to succeed rather than measuring their success by the number of times they hit a ball or score a goal. Teamwork, encouraging others, and playing fairly, safely, and hard are the keys to success in Physical Education (P.E.) classes.
3. Students are encouraged to bring individual water bottles to class every day. Students are not to bring soft drinks of any kind to class.
4. Students are responsible for protecting themselves from the sun and weather. This means that students should remember to wear hats, sunblock, and any other items necessary to keep themselves healthy outdoors.
5. P.E. classes emphasize safety first and fun second. Students are to be responsible for their own safety and for the safety of those around them. This means: wearing a seat belt from the time the van starts up to the time it is shut off, not engaging in play with the equipment until everyone is ready, and watching out for themselves and others at all times.

J. Religion Policy

Treatment of Religion in the Curriculum:

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

Celebration of Religious Holidays:

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

result to any student because of absence due to observance of religious holidays.

In accordance with G.L. Ch. 71, sec. 31A, the Cape Cod Lighthouse Charter School has set the following guidelines around the celebration of religious holidays:

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

K. School Policy on Translation and Oral Interpretation

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

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

Spanish and French translations and oral interpretations will be completed by school staff. Other translations and interpretations will be completed by outside service providers, including but not limited to the translators and interpreters at the University of Massachusetts Translation Center.

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

L. Student Pregnancy Policy

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