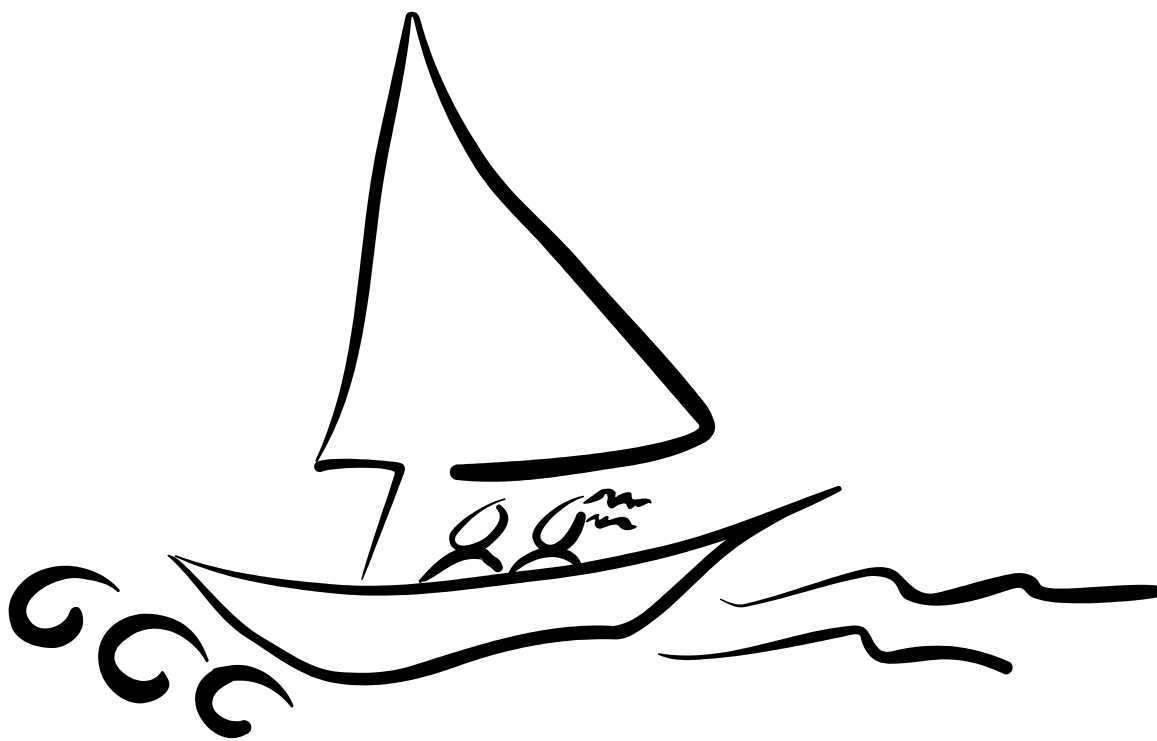


Seaport Academy  
Student Handbook  
2018 – 2019



617-241-3871

## Receipt of Handbook

This certifies that I \_\_\_\_\_ have  
received the Seaport Academy Student Handbook.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

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## SEAPORT ACADEMY

### **Mission Statement:**

**Seaport Academy: Helping young men who have struggled to reach their potential at other schools believe in their futures, trust in themselves, and succeed.**

### Philosophy:

At Seaport Academy, we believe that all young adults can become successful, lifelong learners and that families are integral to this success. We believe that people learn best from experiencing a broad variety of learning opportunities in a caring and supportive community of adults and peers. We believe that the larger world: Admiral's Hill, the harbor, the city and ocean provide many important opportunities for both self-understanding and academic learning.

### Who We Are:

Seaport Academy, a small, therapeutic day school in the Admiral's Hill neighborhood of Chelsea, MA, is a collaborative, flexible community that supports the needs and aspirations of its students. We provide a multifaceted and individualized curriculum centered around five core academic subjects and a variety of required and elective activities that take advantage of our maritime setting.

Seaport Academy provides opportunities for students to gain a deeper understanding of the world by connecting skill-based learning to the real world. Our teachers have developed a curriculum that both adheres to the Massachusetts curriculum frameworks and is mindful of the need for students to relate learning to real world applications. We often collaborate to create cross-curriculum activities that take advantage of the opportunities our maritime setting affords.

The successful transition to adult life is a goal we share, and we offer academic and therapeutic opportunities that support this goal. Each student works with the Transition Specialist, the Vocational teacher, the academic staff, the therapeutic staff, and the administrative staff to build skills needed to achieve his goals. In addition, we provide small, structured classrooms where students can achieve their educational goals while developing the close personal relationships with peers and staff that help them become independent, successful adults and lifelong learners.

### Goals We Are Working Towards:

In our ongoing efforts to provide for the needs of our students, we will continue to explore methods that provide interdisciplinary, high-interest, real world skills that enhance the collaborative work between students and staff, support student transition, and further develop relationships with members of our larger community. In addition, we hope to further enhance our understanding and use of technology. Seaport will improve communication with students' families and further use the IEP process to enhance student-learning opportunities and continue to meet students' academic, social and emotional needs.

## **Student Expectations and Assessment**

### **Overview**

Our goal is to help students develop the skills to solve longstanding problems, remediate lagging skills that have negatively impacted their lives, and learn to assess their own behavior on a regular and constructive basis.

Seaport's Behavioral Expectations are founded in the principles of **Safety, Respect, and Responsibility**. Seaport Academy strives to be an environment where there is mutual respect for all those in the school community, where students develop responsible academic and social behaviors and where all members of the school community feel safe. Our behavioral system is founded on developing problem-solving and self-assessment skills and working in collaboration within a community of adults and peers.

### **Collaborative Problem Solving (CPS)**

Our system is based on Collaborative Problem Solving methods developed by Stuart Ablom and Ross Green. It is based on the fundamental principle that students do well if they can.

As applied to challenging students, the model sets forth two major tenets: first, that these challenges are best understood as the byproduct of lagging thinking skills (rather than, for example, as attention-seeking, manipulative, limit-testing, or a sign of poor motivation); and second, that these challenges are best addressed by teaching students the skills they lack (rather than through reward and punishment programs and intensive imposition of adult will).

While challenging students let us know they're struggling in some fairly common ways (refusing, swearing, defying, leaving school, withdrawing, acting out and so forth), they are quite unique as individuals when it comes to the mix of lagging thinking skills that set the stage for these behaviors. This means that prior to focusing on the teaching of cognitive skills one must first identify the skills that are lagging in each individual adolescent.

The teaching of these skills may be accomplished in a variety of ways, but primarily through helping challenging students and their adult caretakers learn to resolve problems in a collaborative, mutually satisfactory manner.

View Dr. Stuart Ablom's Ted Talk at: <https://youtu.be/zuoPZkFcLVs>.

## **Expectations**

Staff assess student behavior and skills on a daily basis, using a rubric to identify how well each student meets expectations for Safety, Respect and Responsibility and students review and assess their own progress and problem-solve recurring issues in check-in groups on a daily basis. This constant reassessment and collaboration is the heart of the Seaport system.

As students demonstrate more responsible, respectful and safe behaviors, they have the chance to earn greater privileges and added responsibilities system by demonstrating to the community that they have met the expectations necessary for the privilege they seek. To do this, students review expectations in check-in groups on a daily basis and with the help of check-in staff and group members, provide demonstrable evidence that they have met the expectations of a given level.

In Petitioning, students who feel they are ready for a specific privilege present evidence to support their added privilege and/or responsibility. Students and staff then provide feedback and vote on the petition. (Students need at least a 2/3s majority to earn the privilege.) At Seaport, it is the *community* that judges whether the student is ready for the increased responsibility and privileges.

While students earn privileges and responsibilities for showing progress and increased responsibility, respect and safety, they also can be lose privileges if the responsibilities and privileges are abused, or if school expectations are not met. If students are not meeting the expectations they move down the system and must, with help of their check-in group re-assess their skills and address issues that have prevented them from meeting the Seaport's expectations.



## **Admissions Process**

The admission process is designed with the idea that admission must be a team decision made by the student, parents, hometown school, Seaport staff, and other service providers all working together. A student is admitted only when each member of this Team decides that Seaport Academy is a good place for the student. A sincere commitment from the student is especially important because ultimately progress will occur only when students decide to work positively toward their goals. The admission process occurs throughout the year and follows the steps below:

1. Families and service organizations talk to the administration of their hometown public schools. Since the public school pays for a student to attend Seaport Academy, the first step is to ask them if an alternative placement is appropriate. If this is the case, the public schools will contact Seaport Academy and send a referral packet to the school. This referral contains important information regarding the student and his education.
2. After receiving and reviewing the information, the student and family will be invited to Seaport for an interview and visit. This is a chance for the student and families to see the school, learn more about Seaport Academy, and ask any questions they may have. It is also a time for the staff to get to meet the prospective student.
3. If all parties feel positive about a placement, the student is welcome to return for a day visit at Seaport Academy to meet students/staff and get a better feel of what it would be like to be a Seaport Academy student. This visit is structured around a full day where a student is involved in classes and other daily activities.
4. If all team members decide that the Academy is an appropriate placement where the student can be successful, then the following step is signing an IEP and completing the Admissions Packet. By signing the contract, the student and family commit to the basic rules and expectations of the school. At that point a starting date, transportation and other necessary arrangements are established and the student is formally admitted to Seaport Academy.
5. Students and families are required to fill out and return Seaport's Admission Packet prior to enrolling into the school. This packet includes Health and Safety Forms, Consent Forms and the Student Contract. A physical exam completed within the last twelve months, an up to date immunization record and recent dental exam date are also required.

## **Your Education at Seaport Academy**

### **IEP Team Meetings & Student Involvement:**

IEP Team Meetings are an important process in a student's education at Seaport Academy. IEP meetings are held at least once a year to discuss a student's educational progress and develop goals for the upcoming year. A student drafts his visions statement during meetings with the Transition Teacher, and it is this vision that drives the IEP meeting. All students are strongly encouraged to be a part of the IEP process in order to help shape their education at Seaport and develop goals for the future.

### **Seaport's Curriculum:**

At Seaport Academy, we recognize that each student is an individual with different strengths and challenges. Our goals are to increase students' knowledge and awareness of the world by making it as relevant and immediate as possible. Seaport teachers and staff work together to provide a curriculum that is mindful of individual differences and needs.

### **Classes:**

#### **Subject Class Blocks**

Seaport students take classes in English, History, Science, Math, Transition, and Vocation. Classes are 40 minutes each with rotations of vocational periods, days or Institute weeks. These classes are aligned with the goals and objectives specified by the Massachusetts Curriculum Frameworks and Common Core. Classes prepare students for MCAS exams required by Massachusetts for graduation. Students that successfully complete the required courses of their sending district, and pass required MCAS exams, are eligible to graduate with a diploma from their sending district.

### **Humanities:**

**English:** Seaport Academy's English program draws upon literature and non-fiction from many genres, time periods, and cultures. Its goal is to develop both thinking and language skills and an understanding of the elements of many forms of communication, from poetry to reporting. Seaport's English curriculum supports students to become independent learners able to find, use, and communicate information in the modern world.

**History:** Seaport Academy's History program focuses on helping students to connect to the past through their experience of the present. The goal of the program is to understand the present world by drawing parallels to the past through gaining knowledge in American and World History. The roles of local towns and the City of Boston, the state of Massachusetts, and the New England States in historical context are emphasized.

### **Science and Mathematics:**

**Science:** Seaport Academy's Science program emphasizes scientific inquiry. Seaport students learn to pose questions, understand and use scientific terms, and acquire knowledge and understanding of the world around us. The Science curriculum is designed to provide students with scientific experiences and the take advantage of our unique setting.

**Mathematics:** Seaport Academy's Mathematics program is designed to meet the students at their level through differentiated curriculum, and compensate for any gaps in their mathematical knowledge base. The curriculum challenges students whether they are limited or advanced in understanding of mathematics. The Math curriculum ties all concepts to real world applications helping students to understand the relevance of learning Math, and the reinforcement of problem solving skills.

### **Practicing Adult Skills (PAS):**

**Transition:** Seaport Academy's Transition Program encompasses an all school approach for preparing students for adult life. With the school's emphasis on relationships and skill building, students learn and practice academic, work, health, life and social skills while at Seaport. Each student learns self-advocacy and plans his own life with the support and accommodations needed by the Seaport staff, his family, friends, and outside agencies.

Seaport offers two types of work-study: off grounds and on grounds. Students may also take advantage of work-study opportunities.

**Vocational:** Seaport Academy's Vocational program offers students the opportunity to work in a different type of classroom. Its goal is to develop basic vocational skills in our various shop areas with a focus on shop safety and confidence building. Seaport's Vocational curriculum supports students at levels within their comfort zones eventually challenging them to become more independent workers with the hope of providing them the skills to become more employable, in some cases even coordinating out of school work study opportunities in traditional vocational areas. We currently offer Woodshop and Bike Building Shop in our space in the Commerce Center in Charlestown and a Culinary program at our home site. Our space at Flagship Wharf will be used for other Vocational and Transitional opportunities as the department develops.

### **Other Class Descriptions**

**Learning Lab:** When a student misses academic classwork, he is able to make up that work in an afternoon learning lab. Learning Lab is a teacher led and structured learning environment; it is also a place to recover credit that may have been lost along the way in a student's school history.

**Electives:** At Seaport Academy, elective classes are an exciting and active part of the day. These classes take advantage of some of the unique resources available within the school community, the Chelsea site on the river and the park, the Commerce Center and Flagship Wharf locations, and local gyms. Seaport

Students have a wide range of electives from which to choose. These courses may include but are not limited to Fishing, Sailing, Career Café, PE, Culinary Arts, Rock Climbing, Learner's Permit, Video, Bike Shop, Woodshop etc.

**Afternoon classes:** In addition to electives, Seaport students participate in several other afternoon activities designed to fulfill district requirements and build skills that will help students in their transition to adult life. These classes may include but are not limited to PE, Directed Study, MCAS and Health.

### **Seaport Learning Institutes (Institute Weeks):**

Learning Institutes, offered periodically through the year, give students an opportunity to participate in an integrated, activity based curriculum that may or may not fit into the traditional categories of English, History, Science and Math. Institutes are Full Day or Morning only for a four or five day week. Students are required to produce an end product or complete formative assessments throughout.

Each Seaport Learning Institute:

- Includes a very limited number of students
- Is activity based and experiential in nature and may be off-site
- Integrates more than one core subject
- Counts towards academic credit

Examples of past Learning Institutes include: Physics of the Golf Swing, Life of a Civil War Soldier, Architecture Field Study in NYC, Vermont Heritage, Documentary Film Production, Migration of the Striped Bass, Adirondack Chair Construction.

### **Academic Fair:**

Offered once a year, Seaport's Academic Fair allow students to participate in an in depth research project with one-to-one guidance. Broad topics are presented by staff, and students work with research mentors to narrow down a topic, research it, and produce and present a research paper. By doing so, they learn about the research and writing process.

### **Check-in (8:00-8:20)**

During Check-in, students meet in small groups with teachers, counselors and peers. Using behavioral rubrics, students review their individual progress, collaborate on ongoing issues, assess their own performance, and plan the day. Students who plan to petition the group work in collaboration to identify ways they have met school expectations for Safety, Respect, and Responsibility and plan their presentations to the larger group. Students regularly check in with advisors during this time.

### **Group and Staff**

Seaport students and staff come together at Group and Staff to discuss issues facing the school community. Weekly announcements are also provided and the Student Council leaders provide a weekly report.

### **Petitioning**

Students demonstrate readiness to take on greater responsibility and privilege. Students prepare presentations in check-in groups and present evidence that they have met the expectations for Safety, Respect & Responsibility necessary for a particular privilege, activity or responsibility. During petitioning, the community provides feedback. Students then vote on petitioners' requests.

### **Field Trips:**

At Seaport Academy, you as a student are involved in many, various outside of school trips that build upon and complement your class work. Guidelines for these expeditions:

- 1: **All students may attend off-academy field trip of they meet expectations for safety**
- 2: For non-academic field trips, participating students must have a "C" average in all of their classes the week before the trip in order to go.
3. VAN RULES:
  - Staff will assign students to specific vans and seats when necessary.
  - **Seat belts must be worn correctly at all times by everyone!**
  - The driver has complete control over the radio.

Safety of students and staff is paramount at Seaport Academy. We will strictly follow these guidelines. *Staff discretion may be used on the day of the trip regarding student eligibility.*

### **Community Service:**

Community Service opportunities are periodically offered at Seaport as part of classes. Community Service is one way that Seaport students gain awareness of their place as valuable members of the community they live and learn in.

## **COUNSELING**

The counseling program at the Seaport Academy consists of four components: individual counseling, group counseling, family outreach and communicating with collateral contacts. The objective of the counseling program is to provide each student with the skills and support to succeed in school and then carry these skills into the home and the community.

Counseling is an important part of the educational experience at Seaport Academy. All students who are enrolled in the school are required to attend counseling (individual and group) on a weekly basis. It is the student's responsibility to attend counseling on a consistent basis while attending Seaport Academy.

### **Individual Counseling:**

Each student meets with a counselor at least once each week for individual counseling. Counselors provide a safe and confidential environment where a student can talk about important issues, process difficult experiences and set proactive goals for themselves. Most of all, individual counseling is a time when students can just meet and talk about things that are on their mind and receive support from a trusted adult.

### **Group Counseling:**

Group counseling is a chance for students to come together to discuss important issues and develop social skills. Understanding and thinking responsibly about complex issues such as drugs, sex education, violence prevention, peer relationships and school issues are extremely important for all students. The objective of the groups is to use the students' peer group to challenge assumptions, confront behaviors or attitudes and validate new choices. Students also benefit by earning high school credits from these classes.

### **Family Outreach:**

The Seaport clinician communicates on a regular basis with a student and his family or guardian. Communication highlights progress and successes and identifies any areas where the school, family and student can work together to support the student. Families also use this opportunity to work on other issues that may have an effect on the student's progress. Each working relationship with the family identifies practical steps that facilitate problem solving, positive interactions and improved communication.

### **Collateral Contacts:**

The Seaport clinician maintains communication with other clinicians, social workers and/or doctors that work with the student. Communication is used to share pertinent information and to coordinate treatment plans.

## **SCHOOL YEAR**

Seaport Academy runs a 180-day, four-term school year.

### **Daily Schedule:**

**M/T/Th/F**                      **7:40 - 2:00**

**W**                                      **7:40 – 1:00**

### **Terms:**

The term is the basic educational unit of Seaport Academy. Curriculum, projects, and field trips are planned on a term-by-term basis. Each term concludes with a “Celebration Day” when students present and display their work, record their progress, archive exemplary work, and celebrate their accomplishments. In addition, eligible students take part in fun end of term awards ceremonies and school wide activities! Students who have earned all A’s and B’s take part in Honor Roll Breakfast with the director.

### **Seaport Grading**

All Seaport classes use the same rubric to measure class participation. While other requirements such as tests/quizzes, projects and written work figure into a student’s final grade, participation is an important factor. You will receive a classroom guide from each core class that will explain exactly how your grade will be calculated.

Habits of Work and Learning will be graded in this area according to the HOWLs rubric scoring Attendance and participation, Classwork and Projects, Use of Technology Appropriately, Respect for Others and Respect for the Classroom all on a scale of 1-20.

***See Appendix for current school year calendar, or visit [seaportacademy.org](http://seaportacademy.org)***

## **Transitions**

At Seaport Academy, students earn credits towards a high school diploma from their hometown by meeting all the attendance and academic/graduation requirements of the sending school district.

### **Before Graduation:**

#### **Your Vision:**

Seaport Academy assists students in recognizing and realizing the vision and goals they have for themselves after high school. Your vision for yourself is an important part of your education and the transition process. Students work with the Transition Teacher to identify transition goals and develop a plan of action.

### **Preparation for After Graduation:**

#### **Support to Implement Your Vision for Yourself:**

Seaport offers a variety of supports for its students. These include our counseling services, work-study and other guided opportunities, and offering classes that become part of the vision you have set for yourself. Seaport also offers support for students to take classes at Bunker Hill Community College for students who wish to experience a post-secondary education environment.

### **Seaport Graduation Requirements:**

Seaport Academy follows a program of study, which meets the MASS CORE requirements and includes each district's graduation requirements as well. Sending districts issue diplomas to graduates who meet the requirements outlined below. If the requirements are not met by the time the student reaches age 22, he will be granted a certificate of attendance. Seaport staff work with each student so he has the best chance of obtaining a high school diploma.

4 years English Language Arts

3-4 years Math including Algebra I and II and Geometry

3 years Science with lab

3 years History including 1 year World History and 2 years U.S. History

1 years of Arts

5 years of Additional Core courses including Business Education, Career and Technical Education, Health, Technology and any of the subjects above.

4 years Career Development Experiences: includes Career Awareness Experiences in lower grades and Internships, Work-based learning, College programs, etc. in upper grades.

Students must also achieve a minimum of Needs Improvement passing grades in three State Required Assessment tests, English Language Arts, Mathematics, and Science and Technology.

Each student has an Academic Advisor who meets with him regularly to update his status so he can stay on track.



## **Health & Safety**

### **Required Documentation**

All students must provide health documentation prior to enrollment that is to be updated yearly

- A physical exam performed by a physician within the last 12 months
- Up to date immunization record
- Proof of dental exam performed within the last 6 months

### **Manual**

A complete Health & Safety Policy Manual is available for reference at the front desk.

### **Medications**

The rule concerning medication is as follows: Students cannot carry around any medications during the school day. All medications must be left with the Director or Assistant Director or Director of Student Services, who will dispense them at the appropriate times according to the prescribing or recommending physician. Medication of any kind cannot be dispensed without the Med Consent Form filled out by the parent or guardian AND the recommending or prescribing physician. If students are away on an overnight trip, the staff member designated trip leader is responsible for keeping and dispensing medications.

Students who take medication on a regular basis must provide the school administration with supply of the medication in the original marked container. This must also be accompanied with a signed consent form from the parent and treating physician updated each school year.

All students on temporary medication (e.g. antibiotics, cold medicine, allergy medicine) must bring in a doctor's note specifying the medication and the dosage. A signed consent form from the parent and the student's physician must accompany this. ***See Med Consent form in appendix.***

### **Preventive Medicine**

Preventive medicine is an important aspect of life at Seaport Academy. This includes providing healthy meals for our students, clinical outreach to our students and parents, Physical education programs, health classes and overseeing the health and well being of our students. Seaport Academy pays particular attention to the nutritional needs of our students and serves food that meets the nutritional requirements of our students. Seaport Academy ensures that all kitchens, dining, bathing/toilet and living areas are of an adequate type, size and design appropriate to the ages and needs of the students. Seaport Academy maintains areas that are clean, well ventilated and free from hazards. Seaport Academy provides students with equipment, supplies and materials that are clean, safe and appropriate to the ages and needs of the students. Seaport Academy will post, when applicable, food allergies in all appropriate areas of the program.

All students are required to complete and return all applicable health forms prior to admissions. Any changes regarding the health or medical treatment of a student should be reported by a parent/guardian to Seaport Academy.

### **Illness, Injury and Emergencies**

Seaport Academy provides emergency care to students who become ill or are injured during the school day. When a student becomes ill, he should report to an available staff person. If a student is sufficiently ill, the parent or guardian will be notified and the student dismissed to the parent/guardian or designated adult. In cases of emergency, students should report directly to a Seaport staff person. In the event of an emergency, school staff will treat the student for any minor conditions requiring First Aid or will call emergency medical assistance for treatment. Parents/guardians will be contacted about the situation as soon as possible.

Please keep the school informed of any medical problems that arise so that appropriate services can be provided and teachers notified. In special circumstances, such as inhalers and Epi-pens, some students may be granted permission to carry such medications.

**Please note that Seaport does not provide these items.** The student may carry no other medication, including over-the-counter medications.

If a student needs to be dismissed from physical education class for one or two classes, a note from the parent or guardian should be submitted to the school. Long-term exemptions from physical education require a doctor's note of explanation.

In the event of an emergency that requires the evacuation of the school building the following procedures will be implemented:

- All students and staff will evacuate the building through the nearest fire exit as posted throughout the building.
- All students and staff will meet outside in the parking lot at the side of the building. Each staff member will be assigned students and be responsible for their accountability.
- If deemed necessary, once all students and staff are accounted for, they will further evacuate to the Mary O'Malley State Park (playground), accessible via the walking trail or by heading south on Commandant's Way.
- Parents/Guardians will be notified of a significant evacuation.
- Schools for Children executive director Paul Stein will be notified 781-641-5985

### **Safety Policies**

Safety of the student and compliance with the law are always a priority. Therefore, students are expected to adhere to all safety guidelines of the school and the law. This includes the following:

- Wearing seatbelts whenever traveling on a school trip or being transported during the school day or for a school function.
- Wearing life jackets whenever on a boating activity.
- Wearing helmets on ropes courses, climbing, biking and other physical activities.
- Following any safety guidelines that arise in other situations

## **Behavior Support System: Collaborative Problem Solving**

### **Overview**

Seaport's Behavioral Expectations are founded in the principles of **Safety, Respect, and Responsibility**. Seaport Academy strives to be an environment where there is mutual respect for all those in the school community, where students develop responsible academic and social behaviors and where all members of the school community feel safe. Our behavioral system is founded on developing problem-solving and self-assessment skills and working in collaboration within a community of adults and peers. Our system is based on Collaborative Problem Solving methods developed by Stuart Ablom and Ross Green. Our goal is to help students develop the skills to solve longstanding problems, remediate lagging skills that have negatively impacted their lives, and learn to assess their own behavior on a regular and constructive basis.

### **Expectations**

Staff assess student behavior and skills on a daily basis, using a rubric to identify how well each student meets expectations for Safety, Respect and Responsibility (See rubric below) and students review and assess their own progress and problem-solve recurring issues in check-in groups on a daily basis. This constant reassessment and collaboration is the heart of the Seaport system.

As students demonstrate more responsible, respectful and safe behaviors, they have the chance to earn greater privileges and added responsibilities system by demonstrating to the community that they have met the expectations necessary for the privilege they seek. To do this, students review expectations in check-in groups on a daily basis and with the help of check-in staff and group members, provide demonstrable evidence that they have met the expectations of a given level. When the check-in group agrees that a student is ready, the student may "petition" the larger school group during Group and Staff meetings.

In petitioning, students are nominated by their check-in groups and present evidence to support their added privilege and/or responsibility. Students and staff then provide feedback and vote on the petition. At Seaport, it is the *community* that judges whether the student is ready for the increased responsibility and privileges.

While students earn privileges and responsibilities for showing progress and increased responsibility, respect and safety, they also can be lose privileges if the responsibilities and privileges are abused, or if school expectations are not met. If students are not meeting the expectations they move down the system and must, with help of their check-in group re-assess their skills and address issues that have prevented them from meeting the Seaport's expectations.

### **Communication Process**

Seaport Academy's behavior program is designed to help students develop skills in problem solving and self-assessment, identify and improve on lagging skills that may hinder their success and develop trusting relationships with adults and peers. In addition

to check-in groups, students collaborate with milieu staff in situ and about long-standing issues as necessary throughout the day.

The Behavior Process works as follows:

1. Reminder– The student is given a verbal reminder about the specific behavior that does not meet community expectations for Safety, Respect or Responsibility.
2. Collaboration– If the issue continues, the student is asked to collaborate with the staff member or a milieu person outside of the classroom. At this time, student and staff follow Collaborative Problem Solving methods to identify the problem and develop alternative solutions.
3. Take space – If the student is unable to collaborate or the issue continues after the collaboration, he has not met basic community expectations for Safety, Respect and Responsibility. The student will be asked to take space in the “Break Room” away from the rest of the community until an agreed upon solution is developed or the collaboration process has begun. The student must also demonstrate that he has met basic requirements for safety, respect and responsibility before returning to class

In addition to “emergency” situations like those identified above, students and staff work together on a regular basis to identify recurring or significant issues and collaborate on a non-punitive solution that works for everyone. We structure these discussions using the Collaborative Problem Solving (CPS) methods outlined by Green and Ablom.

### **Suspension Policy**

Students are suspended from Seaport Academy for serious violations that compromise the safety and well being of the school community. **Violence, drug use/possession, leaving school without permission and creating an unsafe environment are grounds for suspension.** A student who is suspended out of school is strongly encouraged to return to school with his parents/guardians at the designated date for a reinstatement meeting. This meeting reviews what happened and jumpstarts the collaborative process. The meeting is seen as an opportunity to identify problems and develop solutions. The student must commit to working on identified issues in order to return to the program. Once this is accomplished, the student is eligible to return to the program.

Upon admission of a student, Seaport Academy provides a written policy on suspensions to the parent/guardian, and the school district that placed the student. The policies regarding suspensions are as follows:

- 1) Whenever a student is suspended, Seaport Academy will notify the parents and any agency responsible for the student.
- 2) Within 3 days, Seaport Academy will send a written statement explaining the reasons for suspension to the parents/guardians and public school district.
- 3) No student will be suspended and sent home unless a responsible adult is available to receive the student.
- 4) Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents/guardians,

and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.

- 5) Seaport Academy records and tracks all suspensions (number of and duration), for all its students including suspensions from any part of the student's IEP program (including transportation).

## **Termination Policy**

### **Planned Termination:**

Seaport Academy' Termination Policies follow DOE Regulations concerning Emergency Termination 603 CMR 28.09(12)(b) and Planned Termination 603 CMR 18.05(7) of its students.

Planned termination may occur for a variety of reasons. These may include: the student has met the IEP goals and is ready to move to a less restrictive setting, or the student is unable to utilize the services offered at Seaport Academy to meet with the IEP objectives. The procedures followed for planned termination are in accord with the Regulations for Private 766 Approved Schools.

The local LEA is notified of the need for an IEP review meeting at least 10 days prior to the date of the intended meeting. Notice will also be given to the parent, student, the Administrator of Special Education and the appropriate Human Service Agencies involved with the student and their family. The purpose of the meeting is to develop a termination plan. The plan is created to describe the student's program needs, long and short-term educational goals, and recommendations for follow-up and/or transitional services.

The written plan termination plan is to be implemented within 30 days, unless all parties agree to an earlier termination date, or unless the student's behavior jeopardizes the safety of the program. In the latter case, emergency termination procedures would be implemented.

### **Emergency Termination:**

Seaport Academy shall not terminate the enrollment of any student, even in emergency situations, until the enrolling public school district is informed and assumes responsibility for the student.

At the request of the public school district, the Seaport Academy will delay termination of the student for up to 2 calendar weeks to allow the public school district the opportunity to convene an Emergency Team meeting or to conduct other appropriate planning discussion prior to the student's termination.

With mutual agreement between Seaport Academy and the public school district, termination of enrollment may be delayed for longer than 2 calendar weeks.

### **Restraints:**

The regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

Seaport Academy's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Seaport Academy program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint. Physical restraint is employed only in those situations in which there is a threat of injury to a student or staff person. Parent/ Guardian consent to the implementation of restraint is obtained annually, and staff are trained in TCI de-escalation and behavior support techniques. Seaport reports restraint data to the parents, sending districts and Massachusetts DESE as required by law.

In all physical restraints, the following principles are followed:

- Restraint occurs only after reasonable efforts to de-escalate a given situation have been attempted and failed to quell the threat of harm. These efforts include, whenever possible, informing the student that restraint will occur if he does not stop behaving unsafely.
- Least restrictive techniques to quell the threat of harm are employed
- Seaport Academy does NOT use chemical, mechanical or seclusion restraint
- A minimum of two staff, and most often three or more if needed, take part in all restraints

### **Registering Complaints and Concerns**

Seaport Academy welcomes feedback from students and parents. This helps the program better serve our students and their families. There are a number of ways students and families can register concerns/complaints to the program:

- (1) The person can go directly to a staff person to voice their concern. This can also be done on the phone. The appropriate parties will then address the concern. The Director will always address concerns involving the program. When necessary, the Program Director will address the concern with a written response. In all other cases, the Director will make contact with the person issuing the concern in order to resolve the situation. The Director can be reached at (617) 241-3871 X1301 or write to Seaport Academy, Attn. Director, 285 Commandant's Way, Chelsea, MA 02150.
- (2) The person has the option of writing a formal, written complaint made to the attention of the Director. All written complaints will be addressed through both verbal and written communication/responses.
- (3) The person(s) can call or file a formal complaint to Paul Stein, Executive Director of Schools for Children. Mr. Stein can be reached at 781-641-5985, or at Paul Stein, Schools for Children, 8 Winchester Place suite 202, Winchester, MA, 01890.

All correspondence will be kept confidential unless otherwise specified by the person registering the complaint.

**Parent Involvement and PAC (Parents' Advisory Committee):**

Seaport Academy currently facilitates a Parents' Advisory Group for the parents of student enrolled in the program. The PAC advises the group on matters that pertain to the education, health and safety of the students at Seaport Academy. This group meets periodically at Seaport Academy and the meeting times are established at the end of each PAC meeting. The group discusses anything that relates to the Seaport Academy community. This includes families, students, the program, providers and issues that impact anyone involved with the school. All parents are encouraged to participate and help to support and enrich everyone's experience at the school and within the community.

Alex Tsonas, Director of Seaport Academy, will support the Parents' Advisory Group. Alex will also be the liaison between the group and the school.

**Confidentiality**

At Seaport Academy, we affirm the worth and the dignity of all students and their families. The therapeutic relationships we develop occur in an atmosphere of trust and caring. Since we work in a psycho-educational setting, and as a team, every school staff is a likely recipient of confidential information regarding the students' private lives. As professionals, we are responsible to protect the students' rights and to act responsibly with information we receive. As team members we reserve the right to consult with other professionals regarding the safety and well being of the students. If a student confides in a staff person about information that appears to be essential to that student's safety and well-being, it is that person's responsibility to communicate this information to appropriate members of Seaport staff. In turn, staff persons, in consultation with each other and their supervisors, determine what use to make of the information and with whom to consult further regarding the student's best interest.

**Limits of Confidentiality**

Certain kinds of information, given by a student or a family to any staff member, must be reported to a supervisor and, sometimes, to outside authorities. Information that **MUST** be shared with a supervisor includes:

1. If a student threatens to hurt himself, has been contemplating such action, or has been placing him in a dangerous situation.
2. If a student threatens, or actively discusses threatening another person which may jeopardize their health or safety or the health and safety of the school community.
3. Concern or suspicion concerning physical or sexual abuse or neglect of a student.
4. Report by a family member that suggests that abuse or neglect may be occurring.
5. Concern or suspicion that a student may be abusing another person.

When concern about the above-listed situations, or similar situations, occurs, the Seaport Academy staff, led by the Program Director, needs to make an assessment of the report. At that point, a decision is to be made as to an appropriate course of action (including reporting to an appropriate authority or hospitalization).

The above limits on confidentiality also apply to therapeutic relationships. When counseling begins, counselors are required to inform students and their families about the limits of confidentiality.

## **Student Responsibilities**

### **Contract and Consent Forms**

Students are admitted to Seaport Academy after you and your family has signed the Seaport Academy contract. Signing the contract shows commitment to the fundamental parts of the Seaport program. The family and/or the student, in order for you to attend, must sign all necessary consent forms. These forms are important to give you access to all parts of the program and to ensure that the program addresses your needs as well. *See appendix for copies of these forms.*

### **Attendance**

The importance of daily attendance to academic success is well established. You cannot learn if you are not present. Regular attendance is essential in meeting academic and behavioral goals and utilizing the resources and services of the school. Many school districts have attendance requirements, and your diploma may be in jeopardy if you have less than 80% attendance. The guidelines for attendance are as follows:

1. All school members are expected to be in school each day – on time and prepared to participate fully. All parts of the program are considered important, so participation in all parts of the school program is expected of students each day.
2. Students will remain in school for the entire school day.
3. If a student has a legitimate reason for being absent, a parent or guardian must notify the school *on that day* or earlier. A parent who has not notified us receives communication from the school to confirm a student absence. With no notification or confirmation, a student's absence is considered unexcused.
4. Students may not receive full term credit for absences exceeding 20% of the days of that academic term. Continued absences may require a team meeting with the parent/guardian and sending school district to discuss the student's status at Seaport Academy. Students who do not meet the 80% attendance requirement may receive partial credit through individual arrangements with staff.

### **Tardiness**

If you are late to school, please check in with Melissa Byron before proceeding to your class. If you are tardy due to school department transportation problems, your lateness will be excused and you are allowed 10 minutes for breakfast. If you are responsible for your own transportation, you must participate in check-in activities with designated staff



before going to class. A parent or guardian must validate illness, an appointment, or any other unavoidable reason for lateness in order to be excused. If you arrive past 11:00 am, you will be considered absent for the day, but you may still earn credit in Learning Lab. You may also earn credit for afternoon classes you attend.

### **Dismissals**

Please do not schedule personal appointments during school hours. If it is absolutely necessary to schedule personal appointments during school, you will be expected to:

1. Attend school before and after the time of the appointment
2. We require a note, call or email from parent or guardian verifying the circumstances or appointment before the student may leave
3. Complete all assignments missed due to the dismissal.

### **Leaving Seaport Academy**

Seaport Academy is responsible for all students while they are in school. Therefore, leaving Seaport Academy without permission is taken very seriously. If a student leaves the school without permission, the student's parents will be immediately notified and the student may be suspended.

### **School Cancellation**

Any closing of Seaport Academy *due to weather conditions* will be listed on WBZ TV and WBZ online.

Seaport Academy students come from a wide range of school districts. Therefore, parents and transportation providers should use their discretion in determining whether it is safe to travel to school. If the school is open, but you decide to keep your child at home, please be sure to call in to the school's main number (617-241-3871) to notify us.

All **other cancellations** are as follows. The director of the program or a designated staff person will determine cancellations. Parents will immediately be notified of the school closing, and we will notify transportation companies. In the event of a closing of the school during the school day, please refer to the policy on evacuation procedures in the Health and Safety Section.

### **Dress**

All students are expected to dress respectfully. Students should also keep in mind that there is always a chance of getting dirty because of the variety of hands-on classes, physical activities, and activity-based classes. Students should dress appropriately and are encouraged to leave extra clothes and shoes at school. To participate at the gym, students must be wearing sneakers. Students are expected to participate in all classes and activities and dress is not a reason for not participating.

### **Personal Belongings**

Students should avoid bringing personal items such as personal electronic devices, phones, electronic games, etc. to school. Seaport is not responsible for loss or damage to any personal property. This includes items taken from backpacks and lockers. Students

who bring personal belongings are responsible for making sure these items do not interfere with the learning environment in any way. Each student may request an assigned locker and lock.

### **Phones and Electronic Devices**

Seaport recognizes the advantage of students having cell phones, but please remember

- Electronic devices need to remain in a student's pocket during class time unless given permission by the teacher.
- The misuse of phones and technology, including use during class, taking videos or pictures of other students etc. will result in the device being confiscated or further disciplinary action.
- Taking pictures and filming yourself or other is prohibited during the school day or on field trips. This may result in suspension.

### **Drugs, Alcohol, Tobacco, Vape, and Nicotine Products**

No drug substances of any kind are permitted on school grounds at any time, and Seaport is a Nicotine Free Campus. Students in violation of this policy may expect:

- To be sent home
- To be suspended the next day
- Possible further disciplinary action

If any student is in school under the influence of drugs or alcohol, it is an immediate and serious concern. Not only is it illegal, but also it creates an unsafe environment in school and prevents the student from learning. A student who displays behaviors that indicate use of alcohol or other drugs can expect the same actions as above.

Products of any kind related to smoking or vaping, with or without nicotine, are prohibited for students on school grounds, during school trips, and on school property.

### **Gambling**

Gambling, betting and other such activities are illegal and not permitted in school or at school functions.

### **Search and Seizure**

Searches may be conducted at any time for any reason. Searches entail asking the student to take out their pockets, remove their hats to be searched and take off their shoes to be searched. Staff does not physically touch the student.

“Reasonable grounds” for search is defined as inferences drawn from circumstances, patterns of behavior, suspicious acts, moving around and about the school without proper authority, unauthorized absence from class or school, any number of events which suggest violations of school rules or illegal activities; third party information which identifies a student(s) as participant(s) in rule violations or illegal activity; and violation of rules listed in the student handbook.

Students are hereby given notice that student lockers are jointly accessible to the student and school staff and may be subject to search at the discretion of school staff. If a student refuses to be searched, that student can call his parent and receive a suspension. The rationale for this is: students, under suspicion, potentially place the school, students and staff at risk and the matter becomes a safety issue. If the student refuses, the police will be called to assist with the situation. The student will receive a suspension if they refuse to be searched or leave the premises.

### **Equal Educational Opportunity Policy**

The United States Constitution and federal law prohibit discrimination on account of gender. In Massachusetts, the law is more comprehensive than the federal law. For example, Chapter 622 and its implementing regulations include in their coverage the prohibition of gender bias in instructional materials, an area not covered in the federal regulation. It is the policy of the Commonwealth of Massachusetts to afford all persons, regardless of race, gender, color, religion, sexual orientation, national origin, age, homelessness or disability, equal rights and opportunities in the educational institutions within the State, as described by the guidelines of school policy. Therefore, Seaport Academy (including its clubs, organizations and sports teams) provides equal educational opportunity and does not limit access on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

### **Transition from School to Adult Life**

#### **Transition Services** – *begin at age 14 or earlier and update annually*

Recognizing the need for students with disabilities to engage in transition planning, the Individuals with Disabilities Education Act (IDEA) requires that transition planning be part of the Individualized Education Program (IEP). Students must be invited to all educational meetings and allowed to participate actively when transition planning is discussed.

#### **Linkages to Post School Options** – *provide transition services by age 14 or earlier and update annually*

By age 14, the IEP's of all students must include a post school vision statement as well as identify the transition services necessary to support that vision. IDEA defines transition services as ... "A coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

### **Age of Majority** – *transfer of parental rights to student at age 18*

In Massachusetts, regardless of the severity of their disability, students are considered adults and competent to make their own decisions at age 18 (Age of Majority). Unless there is a court appointed guardian or the student has chosen to share decision making with his or her parent, the school district must seek the consent of the student to continue the special education program. Students at age 18 have the right to make their own educational and medical decisions and must sign all consent forms. Parents and students must be notified about the transfer of parental rights to the student at least 1 year before the student turns 18 years of age.

### **Sexual Harassment Policy**

Seaport Academy is committed to the principle that no employee, student, or applicant for employment or admission should be subject to sexual harassment. Seaport Academy strives to provide a workplace and a learning environment that promotes equal opportunity and is free from illegal discriminatory practices, including sexual harassment.

Sexual harassment is a violation of federal and state laws and of Seaport Academy policy, as is retaliation against any individual who in good faith files a complaint of sexual harassment or cooperates in the investigation of such a complaint. Upon receipt of a complaint of sexual harassment or retaliation, Seaport Academy will undertake a fair and thorough investigation, with due regard for the rights of all parties. Every reasonable effort will be made to protect the confidentiality of the parties during the investigation. After an investigation, any person who is found to have sexually harassed or retaliated against another **will be subject to discipline**. Employment or admission should be subject to sexual harassment policy. Seaport Academy strives to provide a workplace and a learning environment that promotes equal opportunity and is free from illegal discriminatory practices, including sexual harassment.

Sexual harassment is a violation of federal and state laws and of Seaport Academy.

### **Definition of Sexual Harassment**

Sexual harassment is defined as sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature, whether intentional or unintentional, where:

- An individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program, or activity, or is used as a basis for employment or academic decision; or
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance, or educational experience, or of creating an intimidating, hostile, humiliating, or offensive working, educational, or living environment.

### **Examples of Conduct Which May Constitute Sexual Harassment**

It is not possible to list all circumstances that might constitute sexual harassment. In general, sexual harassment encompasses any sexually related conduct which causes others discomfort, embarrassment, or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of that individual's sex or sexuality.

A determination of whether conduct constitutes sexual harassment is dependent upon the circumstances, including the pervasiveness or severity of the conduct. The Massachusetts Commission Against Discrimination lists the following examples of conduct that may constitute sexual harassment:

- Unwelcome sexual advances —whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Comments on an individual's body, comments about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, or cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, or suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

In order to constitute sexual harassment, conduct must be unwelcome. Conduct is unwelcome when the person being harassed does not solicit or invite it and regards it as undesirable or offensive. The fact that a person may accept the conduct does not mean that he or she welcomes it.

### **Complaints**

If you have any questions or concerns about sexual harassment, or if you wish to file a complaint of sexual harassment, you are strongly encouraged to contact immediately the appropriate person. These people include:

Paul Stein, Executive Director, Schools for Children  
Alex Tsonas, Director, Seaport Academy  
Seaport Academy Counselors

### **Bullying Prevention and Intervention Plan\***

*In keeping with Massachusetts Anti-bullying law, M.G.L. c. 71, § 37O(b), acts of bullying and cyberbullying are prohibited:*

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

*The Seaport Academy principals/director is responsible for the development and implementation of this plan. In developing this plan, we have relied heavily on the many therapeutic and behavioral interventions already in place at Seaport to promote a positive school culture. They include our Human Dignity policy, which has been in use for many years to encourage positive social interaction among our students and to promote pro-social values of dignity and respect for all individuals in our community, and our Behavior Support system, which prescribes clear and consistent rules, procedures, and consequences for disruptive, dangerous, or anti-social behavior.*

The school expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The school is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

### **Reporting an incident of bullying**

Incidents of possible bullying may be reported by staff, students, parents, guardians, or others. Staff members will report immediately to the principals/director when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. Reports from others may be made anonymously, in writing, by phone, or by email, but no disciplinary action will be taken against an alleged aggressor solely on the

basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students may report and discuss an incident of bullying with any staff member, with their counselor, or with an administrator. In all such cases the school's policy regarding confidentiality applies. Information which might affect the safety of others cannot be held in confidence.

\* This is the abbreviated plan for the handbook. The complete bullying plan is on file with the Department of Elementary and Secondary Education and is available in the main offices

### **Responding to a report of bullying or retaliation**

Before fully investigating an allegation of bullying or retaliation, administration will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; and identifying a staff member who will act as a "safe person" for the target. Administrators may take additional steps to promote safety during the course of and after the investigation, as necessary.

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

Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, administration will promptly notify the parents or guardians of the target and the aggressor, and of the procedures for responding to it. There may be circumstances in which an administrator contacts parents or guardians prior to any investigation.

Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if administration has a reasonable basis to believe that a law has been violated, the administrator will notify the local law enforcement agency.

### **Investigation**

Administration will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation administration will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. Whoever is conducting

the investigation will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the administration or other staff members. To the extent practicable, and given our obligation to investigate and address the matter, administration will maintain confidentiality during the investigative process.

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

### **Determinations**

Administration will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, we will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

Administrators will:

1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Administration will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. Because of the legal requirements regarding the confidentiality of student records, administrators cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

### **Responses to Bullying.**

Given a determination that bullying or retaliation has occurred, the law requires that the school use a range of responses and disciplinary actions that balance the need for accountability with the need to teach appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct.

If administration determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Seaport administration will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others.

### **Definitions**

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

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to



- his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
  - a. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## Appendix

**Seaport Academy**  
**School Calendar**  
**2018-2019**

Tue	Sep 4	First Day All Students
Tu- F	Sep 4-7	All Student Orientation - <b>12:00</b> Dismissal each day
Wed	Sept 19	Yom Kippur ( <i>closed</i> )
Fri	Oct 5	Early Release <b>12:00</b>
Mon	Oct 8	Columbus Day ( <i>closed</i> )
Thu	Oct 25	Early Release <b>12:00</b> /Open House ( <i>night</i> )
Fri	Oct 26	Professional Day ( <i>closed</i> )
Fri	Nov 9	Professional Day ( <i>closed</i> )
Mon	Nov 12	Veterans Day Observed ( <i>closed</i> )
Wed	Nov 21	Early Release- <b>12:00</b>
Th-F	Nov 22-23	Thanksgiving Recess ( <i>closed</i> )
Thu	Dec 13	Early Release- <b>12:00</b>
Fri	Dec 21	Early Release- <b>12:00</b>
M-M	Dec 25-31	Winter Recess ( <i>closed</i> )
Tue	Jan 1	New Year's Day ( <i>closed</i> )
Mon	Jan 21	MLK Day ( <i>closed</i> )
Fri	Feb 1	Professional Day ( <i>closed</i> )
Fri	Feb 15	Early Release- <b>12:00</b>
M-F	Feb 18-22	February Recess ( <i>closed</i> )
Mon	Mar 4	Early Release- <b>12:00</b>
Fri	Mar 15	Early Release- <b>12:00</b>
Thu	Mar 28	Early Release- <b>12:00</b>
Thu	Apr 11	Early Release- <b>12:00</b>
Fri	Apr 12	Professional Day ( <i>closed</i> )
M-F	Apr 15-19	April Recess ( <i>closed</i> )
Thu	May 2	Early Release <b>12:00</b> /Open House ( <i>night</i> )
Fri	May 3	Professional Day ( <i>closed</i> )
Fri	May 24	Early Release <b>12:00</b>
Mon	May 27	Memorial Day ( <i>closed</i> )
Fri	June 7	Last Day Seniors /Graduation <b>12:00 Release</b>
Fri	June 21	Last Day All Students/ <b>12:00 Release</b>
M-Fr	June 24-28	Make Up Snow Days

Hours of Operation		Terms	
Mon, Tues, Thurs, Fri	7:40 - 2pm	Term 1	9/4-11/8 45 days
Wed	7:40 - 1pm	Term 2	11/13-1/28 45 days
		Term 3	1/29-4/11 47 days
		Term 4	4/22-6/21 43 days

## **Seaport Academy** **Staff Roster**

**Alex Tsonas, LICSW**  
Program Director

**Melissa Byron**  
Director of Student Services

**Michael Finnemore**  
Assistant Director

**Shawn Brown**  
Educational Administrator

**Amy Adler**  
English Teacher, Lead Teacher

**Michael Townsend**  
History Teacher

**John Charow**  
Vocational Instructor

**Mike Curtis**  
Math Teacher

**Robert Kaiser**  
Science Teacher

**Melissa Novakoff, LICSW**  
Lead Clinician

**Meridith Carlson, LICSW**  
School Clinician

**Mathew Apeseche**  
School Clinician

**Bryant Cardello**  
Milieu Counselor

**Bryan Lee**  
Milieu Counselor

**Angela Merritt**  
Learning Specialist

**Cody Publicover**  
School Assistant

**Gina Edmunds**  
School Nurse

## **Student Acceptable Use Policy**

### Seaport Academy Policy on Access to Electronic Information, Services, and Networks

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, Seaport Academy considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The District expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways which point students to those which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Students utilizing Seaport Academy -provided Internet access must first have the permission of and must be supervised by Seaport Academy 's professional staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

The purpose of District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of Seaport Academy. Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and insure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- b. to transmit obscene, abusive, sexually explicit, or threatening language;
- c. to violate any local, state, or federal statute;
- d. to vandalize, damage, or disable the property of another individual or organization;
- e. to access another individual's materials, information, or files without permission; and,
- f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved. Seaport Academy makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The District will not be responsible for any damages users suffer, including--but not limited to--loss of data resulting from delays or interruptions in service. The District will not be responsible for the accuracy, nature, or quality of information stored on District diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through District-provided Internet access. The District will not be responsible for personal property used to access District computers or networks or for District-provided Internet access. The District will not be responsible for unauthorized financial obligations resulting from District-provided access to the Internet. Parents of students in the {SCHOOL DISTRICT} shall be provided with the following information:

- Seaport Academy is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for life-long learning.
- Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

- While the school’s intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even should the District institute technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with the District's acceptable use policy. That notwithstanding, the District believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources and Seaport provides parents and guardians the option of requesting for their minor children alternative activities not requiring Internet use.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

### **MCAS**

All Seaport Students eligible to participate in MCAS are provided the testing on site in accordance with the assessment participation information provided on the student’s IEP. Seaport provides the MCAS testing institution with a list of students who are eligible to take the MCAS. MCAS Test Prep is offered to students weekly and conducted in subject classes and academic support classes on an ongoing basis.

*The testing center sends the specific materials and the tests are administered in accordance to the specific dates assigned by the state. The students take the test in designated areas in the school. Accommodations for the students are in accordance with the information regarding accommodations in the student’s IEP. If a student’s team determines he is eligible for Alternative Assessments, a determination will be made and the necessary steps will be taken to provide the student and the state the Alternate Assessment. Students who are admitted to Seaport during MCAS testing periods are provided testing/make-up in accordance to the procedures used by the state. Mike Curtis, Shawn Brown and Alex Tsonas are the staff members at Seaport who are responsible for assuring student participation in MCAS and alternate testing.*

### **IDEA**

Individuals with Disabilities Education Act 2004 Reauthorization

§300.43 Transition services.

(a) Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment),

continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.



# STUDENT CONTRACT

## **Fundamental Principle:**

Mutual respect is the key to creating a safe environment for all students to grow and learn.

## **Fundamental Expectations:**

- Attendance – All school members are expected to be in school each day – on time and prepared to participate fully. Students will remain in school for the entire school day.
  - If a student has a legitimate reason for being absent, a parent or guardian must notify the school on that day or earlier.
  - Unexcused absences may require a reinstatement meeting with the parent/guardian.
  - Students may receive a failing term grade for attendance below 80% during an academic term. Continued absences may require a team meeting with the parent/guardian and sending school district to discuss the student’s status at Seaport Academy.
  
- Participation – Students will participate in all school activities, including group and individual counseling, academic classes and activity-based learning. Parents and students will participate in family counseling.
  
- Parent-Faculty Contact – Regular consultations and communications will be maintained between student, family and faculty at all times.
  
- School Rules – In order to insure a safe environment for all, students will understand and agree to follow the established school rules and associated discipline policy while enrolled at Seaport Academy. The following behaviors are not acceptable and will not be tolerated:
  - Blatant disrespect for staff or other students
  - Destruction of school or personal property
  - Physical assault/ fighting
  - Threatening behavior
  - Drug or weapons involvement
  - Endangering self or others
  - Leaving the program without permission
  - Theft

- Exclusion from school – Students may be immediately suspended for any violation of the above list. A reinstatement meeting, involving the student, parent/guardian and faculty will be held prior to returning the student to school.
- The following behaviors will be considered highly inappropriate and will not be tolerated:
  - Personal harassment/teasing/taunting (sexual, racial, ethnic)
  - Violating the personal space of another of another, including inappropriate displays of affection
  - Disruption of the learning environment
  - Failure to comply with electronics use policy
  - Inappropriate comments, including swearing
  - Disrespect towards staff/students, including failure to follow staff directions.
  - Sleeping / inattentiveness in class
- Behavioral interventions – Including warning/consultation system, time-outs and “plan Bs” will be used to address these above behaviors. Repeated violations during any school day may result in suspension. A reinstatement meeting may be held prior to the student’s return to school.

I understand and agree to meet the above expectations as a condition for enrolling in the programs of Seaport Academy.

Student Signature	Date	Faculty Signature
Parent/Guardian Signature	Date	Faculty Signature

Parent/Guardian Consent Form

STUDENT NAME: \_\_\_\_\_

PARENT/GUARDIAN NAME: \_\_\_\_\_

*Part 1: Please read, sign and date items 1-4.*

1. I give permission for my child to leave school grounds to participate in supervised activities. Parents will be notified in advance of any overnight or extended trips. This permission is effective during the 2018-19 academic year.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2. In the event of an emergency, I give permission to school staff to treat my child for any minor conditions requiring First Aid or to call emergency assistance and/or to transport my child to the hospital for treatment. I understand that I will be contacted about the situation as soon as possible.\*

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

3. I give permission to Seaport Academy/Schools for Children to use for public relations, observation, social media,-or fundraising, photographs and/or videotapes of my child.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

4. I give permission to Seaport Academy to use my e-mail address to provide me with updates about the campus and my child (if applicable).

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**e-mail:** \_\_\_\_\_

*Part 2: Please read items 5 and 6 carefully. Choose your consent or non-consent by checking the appropriate line AND signing and dating each item.*

- 6. Consent for Prone Restraint: Seaport Academy's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Seaport program is free from the unreasonable use of any physical restraint. Prone restraint (the holding of a student in the prone position by**

**staff with in-depth training) shall be used only in emergency situations, after the other less intrusive alternatives of collaborative problem solving, time out, room clearing and other forms of processing have failed or have been deemed inappropriate, and is used with extreme caution to prevent or minimize harm to any student as a result of prone restraint.**

The Regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable Regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

Seaport prohibits medical restraint, mechanical restraint, seclusion, prone restraint without consent (see below) and the use of any restraint in a manner inconsistent with CMR 46.00.

\_\_\_\_\_ I consent to the use of prone restraint for my student at Seaport Academy.

\_\_\_\_\_ I do not consent to the use of prone restraint for my student at Seaport Academy.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**6. Permission for Students With Unsupervised Time:** As part of Seaport Academy’s level/privilege system, students who earn 1<sup>st</sup> Mate status are allowed to have unsupervised time outside of the school building. Typically, unsupervised time is given during breaks (AM, lunch, afternoon). We at Seaport believe that this privilege is meaningful to students and is an important part of preparing students to transition out of our school. This sort of “normalizing” experience provides a positive impact to a student’s growth and development. Please sign below if you will allow your son to participate in this privilege.

\_\_\_\_\_ I allow my son to participate in the 1<sup>st</sup> Mate privilege described above.

\_\_\_\_\_ I do not allow my son to participate in the 1<sup>st</sup> Mate privilege described above.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Please note that Seaport may not dispense ANY medication that is not prescribed by a physician (including antacids, aspirin etc.). Prescribed medications dispensed at Seaport MUST be accompanied by the Med Consent Form filled out by both the parent/guardian AND prescribing physician.

**Parent/Guardian Medication Consent Form 1**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please initial each area and sign the bottom of this form.

**Long Term Daily Medication**

- (1) Signed consent by a parent/guardian will be required to give all medicines.
- (2) Signed medication order. A written medication order form must be taken to the student's licensed prescriber for completion and be returned to the school. This order must be renewed as needed and at the beginning of each academic year.
- (3) Medicines must be delivered to the school in a pharmacy or manufacturer-labeled container by the parent/guardian. No more than a thirty (30) day supply of medicine be delivered to the school

**Short Term Daily Medication**

- (1) Students who require medication during the day must bring the medication that is due to be taken during school hours to the school office upon arrival to school. All medication must be in a properly labeled prescription container/non-prescription package and authorized by the physician of the student.

I give permission for Seaport Academy to administer my son's medication during school hours **if I and my child's prescribing doctor complete and return the School Authorization for Dispensing Medicine form.** \_\_\_\_\_

I will give the **School Authorization for Dispensing Medicine** form to my son's physician to complete and return to Seaport Academy. I understand that no medication can be administered without this completed information. This must be updated each school year. \_\_\_\_\_

I give Seaport Academy permission to communicate directly with the physician regarding the medication and any changes/observations noted. \_\_\_\_\_

I understand that any change in medication or dosage must be authorized by a new order from the physician. \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Witness

Date

**School Authorization for Dispensing Medicine 2**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part I: To be completed by Parent/Guardian (Required)**

I authorize the school staff to see that my child, \_\_\_\_\_ receives the medication prescribed by \_\_\_\_\_.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Please list all medications that your child is to take at school:

\_\_\_\_\_  
\_\_\_\_\_

**Part II: To be completed by Physician or Licensed Prescriber (Required)**

Diagnosis: \_\_\_\_\_

Medication	Dosage	Time/Frequency
_____	_____	_____
_____	_____	_____
_____	_____	_____

If PRN, state frequency and indications:

\_\_\_\_\_

Duration of treatment: \_\_\_\_\_

Possible side effects and adverse reaction: \_\_\_\_\_

Other recommendations: \_\_\_\_\_

\_\_\_\_\_  
Physician's Name (please print)

\_\_\_\_\_  
Phone #

\_\_\_\_\_  
Fax #

\_\_\_\_\_

\_\_\_\_\_

Physician's Signature

Date

Please note that Seaport Academy cannot store or dispense medication without this completed form. Seaport Academy may not dispense medication not listed and detailed by the prescriber. The pharmacy label information must match the prescriber information for all meds.

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**Revised: June 2018**