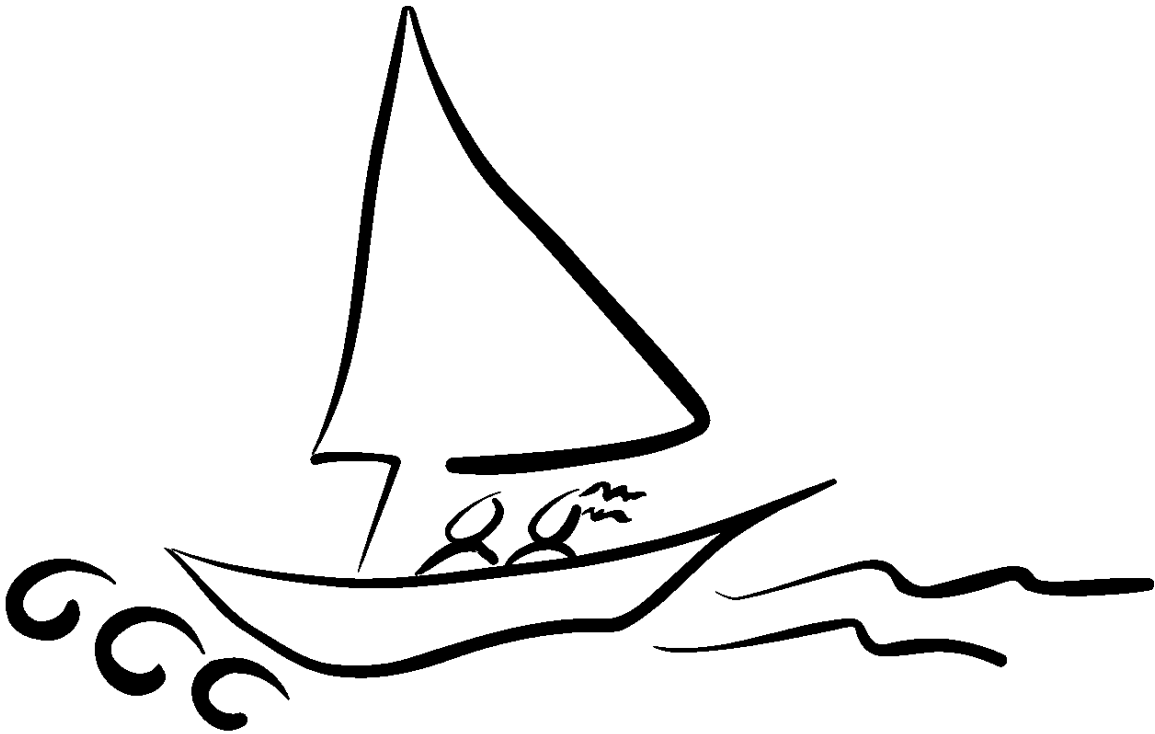


Seaport Academy
Parent/Student Handbook
2025



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

Mission Statement:

Seaport Academy: Helping young men, who have struggled to reach their potential, 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, vocational, and therapeutic opportunities that support this goal. Each student works with the transition team, 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 long standing 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 Ablon and Ross Green; the fundamental principle is 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 poor motivation); and second, that these challenges are best addressed by teaching students the skills they lack (rather than with reward/ 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.

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.

Restorative Practices

Restorative Practices are a set of tools used to develop healthy communities through building, maintaining, and repairing relationships among community members.

Restorative Practices are designed to foster healthy dialogue and increase mutual understanding and empathy among the participants, leading to an overall sense of connection and increasing the capacity to handle conflict in a way that promotes growth and repairs relationships.

Expectations

Students are all expected to be safe and respectful at the school and during school-related activities. Staff assess and track student behavior and skills on a daily basis using milieu observation, classroom data and counselor feedback. This constant reassessment and collaboration is the heart of the Seaport system.

If a student is not meeting the expectations, they can receive the help of their check-in group to re-assess their skills and address issues that have prevented them from meeting the Seaport's expectations. If further steps are required for a student to meet the safety and respect expectations of the school, Seaport may hold a parent meeting to review the school's policies.

Admissions Process

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

1. Families and service organizations talk to their district administration. 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 district will contact Seaport Academy and send a referral packet to the school.
2. After receiving and reviewing the referral packet, 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 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 Consent Forms and the Student Contract. An up-to-date physical exam with immunization record and recent dental exam are also required. Seaport can assist families that need help

scheduling exams.

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 vision statement before 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. Core classes are 40 minutes each with rotations of field trips, Institutes, or Academic Fair weeks. These classes are aligned with the goals and objectives specified by the Massachusetts Curriculum Frameworks. These classes prepare students for MCAS exams, and develop tools that can be modified from the classroom and used in life.

Humanities:

English Language Arts: Seaport Academy's ELA program draws upon literature, fiction 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 ELA curriculum supports students to become independent learners able to find, use, and communicate information in the modern world.

History and Social Science: 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.

STEM:

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 taking 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.

Life Skills:

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. On campus, students have the ability to take part in Seaport's work study program as well as take workshops offered by Bridges to Work. Off campus, Seaport also provides students the opportunity to take dual enrollment courses at Bunker Hill Community College.

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 and life 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. Areas of investigation on a rotating basis include woodshop, culinary, sewing, graphic design, bike mechanics, welding and blacksmithing.

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, PE, Culinary Arts, Rock Climbing, Learner's Permit, Video, Bike Shop, Woodshop etc.

Other classes: In addition to electives, Seaport students participate in several other 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, Art, Community Service 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
- May integrate 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 in NYC, Vermont Heritage, Migration of the Striped Bass.

Academic Fair:

Offered once a year, Seaport's Academic Fair allows 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

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 identify ways they have met or will meet school expectations for Safety, Respect, and Responsibility by reviewing strategies that have worked or identifying new strategies to try.

Group and Staff

Seaport students and staff come together to discuss issues in the school community. Weekly announcements are also provided and the Student Council provides an update. Kudos are awarded to students who have exceeded expectations during the week.

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. Students may attend off-academy field trips for the day if they meet expectations for safety, i.e., tracking for safety including the day of the trip.
2. Students must have signed and completed permission slips and/or waivers (when applicable) before the day of any extended day or overnight trip.
3. **Overnight field trips:** Overnight field trips require a qualification period of 12 school days prior to the trip. During this time, students will be tracked in categories of safety, respect and academics. Benchmarks in each of these categories need to be met in order for a student to be considered for a trip. Specifics for the qualifications will be made available to students interested in the trip and their parents or guardians prior to the qualification period.
4. **VEHICLE RULES:**
 - Staff will assign students to specific vehicles 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.*

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 groups to challenge assumptions, confront behaviors or attitudes and validate new choices.

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. Please complete and return a Release of Information for all contacts you authorize Seaport to be in communication with (see annual forms).

Post-Secondary Planning

At Seaport Academy, students are exposed to a variety of vocational activities and opportunities to promote curiosity, learning, and self-determination as students begin to think about life after high school.

Before Graduation:**Your Vision:**

Seaport Academy assists students in recognizing and realizing the vision and goals they have for themselves after high school. Using this vision, the transition team works with the student to develop transition goals and develop a plan of action.

Preparation for After Graduation:**Support to Implement Your Vision for Yourself:**

Seaport offers a variety of support 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 those 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 their requirements. If the requirements are not met by the time the student reaches age 22, that student will be granted a certificate of attendance. Seaport staff work with students so they have the best chance of obtaining a high school diploma.

Students must also achieve a minimum of Partially Meeting and complete an Education Proficiency Plan in three State Required Assessment tests, English Language Arts, Mathematics, and Science and Technology.

SCHOOL YEAR

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

Daily Schedule for regular in-person instruction:

Mon, Tue, Thu, Fri: 8:00- 2:10

Wed: 8:00-1:00

Terms:

The term is the basic educational unit of Seaport Academy, each year contains four terms. Curriculum, projects, and field trips are planned on a term-by-term basis. 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 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 1-100.

Counting Class Credit (CCC)

Various reasons contribute to why students may not succeed in earning a whole term's credit in one or more core classes during a term. Seaport's aim is to move away from an "all or nothing" way of capturing credit and award credits based on the days that students pass each class regardless of what term in was earned in. Days will accrue throughout the school year and once the student has 9 passed class days, he will be awarded a quarter term of credit.

See Appendix for current school year calendar, or visit seaportacademy.org

Health & Safety

Required Documentation

All students must provide health documentation prior to enrollment that parents and caregivers update 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 (provide date)

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.

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: 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 Ablon and Ross Green. Our goal is to help students develop the skills to solve long standing 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, 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 by demonstrating to the community that they have met the expectations necessary for the privilege they seek. Opportunities for more responsibility include work study, mentoring, volunteering or community activities; examples of greater privileges could include movement breaks away from school (with signed parental/guardian permission).

Students who exceed expectations are recognized with kudos; rewards for kudos and recognition for receiving them are announced in weekly Group and Staff meetings. Students who receive kudos may make a request for a special item, food, or trip approved by the Director.

While students earn privileges and responsibilities for showing progress in increased responsibility, respect and safety, they also can lose privileges if the responsibilities and privileges are abused, or if school expectations are not met. If students are not meeting expectations, they may collaborate with the help of their check-in group to re-assess their skills and address issues that have prevented them from meeting the Seaport 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, students 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 “Milieu 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 both **Restorative Practices** and **Collaborative Problem Solving** (CPS) methods.

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 the student's 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 verbally notify the parent or guardian and any agency responsible for the student.
- 2) Within three school 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's 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 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:

Criterion 9.4 available upon request

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 acknowledgement of restraint policies is disseminated annually, and staff are trained in CPI de-escalation and behavior support techniques. Seaport reports restraint data to the parents, sending districts, and Massachusetts DESE as required by law (see below).

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 prone restraint or seclusion
- A minimum of two staff, and most often three or more if needed, take part in all restraints
- Parents/ guardians receive verbal notification the day of any restraint
- Seaport logs and reviews restraint data in the Principal's Log as it occurs and includes weekly reviews of restraint for patterns and monthly reviews. Restraint data are logged into the DESE security portal on a rolling basis and verified for final submission in June of each year
- Any related injury is report to the DESE security portal

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 Commandants 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/Guardian Involvement and PAC (Parent/Guardian Advisory Committee): Seaport Academy currently facilitates a Parents' Advisory Group for the parents and guardians of students 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 e-mailed to parents. 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 and guardians 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 sign the Seaport Academy contract and the sending district's placement page. Signing the contract shows commitment to the fundamental parts of the Seaport program. The family and/or the student 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. The contract, consent forms and contact's information forms need to be completed and returned each school year ensuring information is updated and accurate and that student files are in compliance with DESE regulations. ***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 students 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 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 the front desk 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, police may be called, 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 bring extra clothing for applicable activities. To participate at the gym, students must be wearing sneakers. Students are expected to participate in all classes and need to dress appropriately.

Personal Belongings

Students should avoid bringing personal items such as personal electronic devices, electronic games, etc. to school. Seaport is not responsible for loss or damage to any personal property. This includes items taken from backpacks. Students who bring personal belongings are responsible for making sure these items do not interfere with the learning environment in any way.

Phones and Electronic Devices

Seaport strives to promote the responsible use of electronics and media. To this end, Seaport promotes digital citizenship, which means empowering students to think critically, behave safely and participate respectfully in our digital world (see commonsense.org/education)

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 misuse during class, taking videos or pictures of students etc., will result in disciplinary action.
- Taking pictures and filming yourself or others is prohibited during the school day or on field trips. This may result in suspension.

Drugs, Alcohol, Tobacco 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.

Nicotine products of any kind 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 or bags 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.

If a student refuses to be searched, that student can call their parent or guardian 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 may 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.

Postsecondary Planning

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 one 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 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 respect expectation, which encourages 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 antisocial 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 principal/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.

Administration will promptly investigate 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 CALENDAR, 2024-2025

285 COMMANDANTS WAY, CHELSEA, MA 02150 P 617-241-3871 F 617-241-7452



Hours of Operation	Terms (180 days)		
Mon, Tue, Thu, Fri: 8:00- 2:10 Wed: 8:00-1:00 Weather statements posted on WBZ/CBS	Term 1	45 days	8/29-11/4
	Term 2	45 days	11/5- 1/22
	Term 3	45 days	1/23- 4/8
	Term 4	45 days	4/9- 6/20

August 2 days

8/29 First day, All Students, Early Release, 12:30
8/30 Early Release, 12:30

SEPTEMBER 20 Days

9/2 Labor Day, No School

OCTOBER 21 Days

10/3 Rosh Hashana, No School
10/14 Indigenous Peoples' Day, No School
10/24 Early Release, 12:30/Open House (night)

NOVEMBER 18 Days

11/11 Veterans Day, No School
11/28-11/29 Thanksgiving Break, No School

DECEMBER 15 Days

12/23-12/31 Winter Break, No School

JANUARY 20 Days

1/1 New Year's Day, No School
1/20 Martin Luther King Day, No School
1/27 Professional Day, No School

FEBRUARY 15 Days

2/17-2/21 February Break, No School

MARCH 18 Days

3/21, 3/24-3/25 March Break, No School

April 17 Days

4/21-4/25 April Break, No School

MAY 20 Days

5/8 Early Release, 12:30/ Open House (night)
5/26- 5/27 Memorial Break, No School

JUNE 14 DAYS

6/19 Juneteenth, No School
6/20 Early Release, 12:30/Last Day of School/Last Day Seniors/Graduation

Make up snow days may be taken from March Break, OR the following days: (5) June 23-27

Seaport Academy **Staff Roster**

Alex Tsonas, LICSW

Program Director

Melissa Byron

Director of Student Services

Michael Finnemore

Assistant Director

Michael Curtis

Educational Coordinator

John Charow

Vocational Instructor, Lead Teacher

Eric Rizzotti

History Teacher

Ryan Wall

Math Teacher

Anna Rimkus

ELA Teacher

Daniel Cunningham

Science Teacher

Kristen Rizzo

Clinical Director

Sophonie Jacques

Clinician

Rosaria Marraccino

Transition Coordinator

Daniel Rosado

Milieu Counselor

Alexander Mitchell

Milieu Counselor

Mike Townsend

Learning Specialist

Angela Merrett

Learning Specialist

Owen Tsonas

Program Assistant

Gina DePasquale

Consulting 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 ensure 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 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 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. 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 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 students 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 an excused absence or dismissal, a parent or guardian must call the main school line on that day or earlier, 617-241-3871.
 - Students may receive a failing term grade for attendance below 80% during an academic term. Continued absences of any kind 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.
- Parent-Faculty Contact – We promote open communication with the school. Regular consultations and communications will be maintained between student, family and faculty.

School Rules – In order to ensure 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.

- 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 are not acceptable and will not be tolerated and may result in suspension:

- 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
 - Filming, recording or taking pictures of others
- Behavioral interventions – Milieu support, Restorative Practices and/or Collaborative Problem Solving will be used to address behaviors listed below. Repeated violations during any school day may result in suspension. A reinstatement meeting may be held prior to the student's return to school. The following behaviors will be addressed with behavior support:
 - Personal harassment/teasing/taunting (sexual, racial, ethnic)
 - Violating the personal space 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.
 - Inattentiveness in class
 - Drugs, smoking, vapes etc.
 - Gambling, exchanges of money/property
 - Acknowledgement: The Student Handbook and anti- bullying policy are available on www.seaportacademy.org
-

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

~Please return annual forms to the Seaport Academy with your student's current physical exam record and date of last dental exam~

Parent/Guardian Consent and Acknowledgement Form

STUDENT NAME: _____

PARENT/GUARDIAN NAME: _____

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 requiring separate permission forms. This permission is effective during the 2024-2025 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. Seaport Academy may e-mail me with updates about the school and my child.

Parent/Guardian Signature: _____ Date: _____

e-mail: _____

5. Permission for Students with Unsupervised Time: Students with this permission may ask staff to take unsupervised breaks. 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.

Parent/Guardian Signature: _____ Date: _____

*Please note that Seaport may not dispense ANY medication, prescribed or not, (including antacids, aspirin etc.) without completed consent forms. Medications dispensed at Seaport MUST be accompanied by the Med Consent Form filled out by both the parent/guardian AND prescribing physician and from home.

6. *Acknowledgement of 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) is not used at Seaport Academy. 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 does not use prone restraint and prohibits medical restraint, mechanical restraint, seclusion, and the use of any restraint in a manner inconsistent with CMR 46.00. A full overview of the restraint policy and behavior support policy is available in our handbook on our website: www.seaportacademy.org or Policies and Procedures criteria 9.1 and 9.4 are available upon request at the front desk.

~I acknowledge restraint can be used when less restrictive options have been exhausted AND in cases where safety is at risk to students, staff, or the community:

Parent/Guardian Signature: _____ Date: _____

7. I acknowledge Seaport Academy provides my student with Human Sexuality, Health, and Sex Education. Please sign to acknowledge OR contact Melissa

Byron if you would like your student to be provided with an alternative assignment.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Medication Consent Form

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 or when prescriptions change.
- (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. The label must match the form.

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 and on field trips 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 and the new prescription bottle will be updated to match such order changes _____

Parent/Guardian Signature

Date

Witness

Date

School Authorization for Dispensing Medication

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 takes:

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

Diagnosis _____

Medication	Dosage	Time/Frequency
------------	--------	----------------

Medication	Dosage	Time/Frequency
------------	--------	----------------

Medication	Dosage	Time/Frequency
------------	--------	----------------

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. The pharmacy label information must match the prescriber information for all meds.

Nutritional Information

Seaport Academy's policy is to offer nutritious meal options to all students regardless of family ability to pay. All students are offered healthy breakfast, mid-morning snack and lunch options free of charge. We request to be informed of food needs as they pertain to religions, allergies, sensitivities and preference etc. so that we may offer your child the most suitable options. As such, please inform us of your child's dietary needs by submitting this form to us via mail, fax or email. Unless we hear otherwise, your child will receive the standard meal options.

Please describe your child's dietary needs (if applicable), or attach specific dietary needs:

If there are any changes in the school year, please notify the school

Student Info

Name of Student _____ Preferred Name _____

Date of Birth _____ Student's Cell Phone _____

Address _____ City _____ Zip _____

Pronouns _____

Group Home Info If applicable

Name of Residence _____

Contact Person _____ Title _____

Phone _____ e-mail _____

Parent or Guardian 1

Name _____

Relationship _____ Language Spoken _____

Address _____ e-mail _____

Home Phone _____ Is this your cell? (Y / N)

Cell Phone if different _____ Work Phone _____

Parent or Guardian 2

Name _____

Relationship _____ Language Spoken _____

Address _____ e-mail _____

Home Phone _____ Is this your cell? (Y / N)

Cell Phone if different _____ Work Phone _____

Emergency Contact (must be different from parent or guardian)

Name _____ Relationship _____

Language Spoken _____

Address _____ e-mail _____

Home Phone _____ Is this their cell? (Y / N)

Cell Phone if different _____ Work Phone _____

Agency Info (if applicable)

See "Releases of Information" below to authorize two-way communication

DCF Case Manager _____ Phone _____
Address _____
e-mail _____

DMH Case Manager _____ Phone _____
Address _____
e-mail _____

DYS Case Manager _____ Phone _____
Address _____
e-mail _____

Primary Care Physician _____ Phone _____
Address _____
e-mail _____

Outpatient Therapist Name _____ Phone _____
Address _____
e-mail _____

Psychiatrist Name _____ Phone _____
Address _____
e-mail _____

Other, Specify Role _____
Name _____ Phone _____
Address _____
e-mail _____

Release of Information

Releases are for two-way communication and authorize information regarding your child's care is shared between the school and providers. Releases are good for one school year.
Please check off the providers for your child and return a release for each:

Department of Mental Health (Case Worker)
Department of Youth Services
Department of Children and Families (Case Worker)
Outpatient therapist
Family Partner
Intensive Care Coordinator
Therapeutic Mentor
Psychiatrist
Primary Care Provider
Other, please specify role: _____

Release of Information

Name of Student: _____

Date: _____

To Whom It May Concern:

I hereby grant permission for staff of Seaport Academy/Schools for Children to obtain information from and release information to the following person(s) concerning my child,

_____.
(Student's Name)

Name of Person(s): _____

Organization: _____

Address: _____

Type of information requested:

Parent/Guardian Signature

Date

Witness

Date

The Hazing Act

Massachusetts General Laws, chapter 269

Sections 17 through 19 (November 26, 1985)

As amended by Chapter 665 of the Acts of 1987 (January 5, 1988)

This is a true copy of sections 17, 18, and 19 of the Hazing Act, provided to each Seaport Academy student in accordance with the law.

Section 17: Hazing: organizing or participating defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both fine and imprisonment. The term hazing as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provision in this section to the contrary, consent shall not be available as a defense to any persecution under this action.

Section 18: Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19: Copy of sections 17, 18 and this section; issuances to students, student groups, teams and organizations; report

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating

the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report."

Seaport Academy Anti-Hazing Policy

Hazing is not permitted at Seaport academy. Each school year, all clubs, teams, and organizations are notified that hazing is not acceptable at Seaport Academy. Any incident of hazing will be dealt with in accordance to state law.

Student Name _____

Signature _____ Date _____

Revised: January, 2025