

2026-2027

STUDENT AND FAMILY HANDBOOK

The mission of Boston Prep is to prepare students to ***succeed in four-year colleges*** *and embody, in thought and action,* ***lifelong ethical growth.***

BOSTON PREP

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EXECUTIVE DIRECTOR WELCOME

Dear Boston Prep Students and Families,

On behalf of our entire team, I am thrilled to welcome you to another school year at Boston Prep Charter Public School. Whether you are joining our community for the first time or returning for another year, we are grateful for the opportunity to partner with you in the important work of educating and supporting our students.

This Student and Family Handbook is intended to serve as a guide to our school's policies, procedures, expectations, and resources. We encourage all students and families to review it carefully and refer to it throughout the year. While this handbook provides important information about school life, policies may be revised periodically to reflect changes in laws, regulations, best practices, or the evolving needs of our school community. The most current version will always be available through the school.

Our mission is to prepare all students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth. That mission continues to guide every decision we make. We believe that every student deserves a learning environment that is safe, joyful, and focused on learning. We believe that every minute matters. We believe that all students can achieve at high levels when provided with the support, challenge, and opportunities they deserve.

As we begin this school year together, I am filled with optimism about what our students will accomplish. I am honored to serve this community and excited to partner with you as we continue to build a school where **College is Our North Star, Ethics is Our Compass, and Excellence is Our Habit.**

Thank you for entrusting us with your children. We look forward to a year of learning, growth, and achievement together.

With gratitude,



VaLonda Harris
Interim Executive Director
Boston Prep Charter Public School

ABOUT BOSTON PREP CHARTER PUBLIC SCHOOL

OUR SCHOOL: AN OVERVIEW

In 2004, Boston Prep opened its doors with 100 sixth grade students, growing a grade each following year until reaching capacity, with 400 total students in grades six through twelve, in the fall of 2010. In the Spring of 2011, the first class graduated, with 100% of graduates being accepted to four-year colleges. Every Boston Prep graduate since then, that has chosen to apply, has also been accepted to a four-year college, and our alumni graduate college at a rate several times their peers across the nation.

In recognition of this strong record of effectively preparing students to succeed, Boston Prep was granted the ability to expand by the Department of Elementary and Secondary Education in 2016. With 700 students across middle school and high school, we are committed to maintaining strong supports and outcomes for all students.

OUR MISSION

Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.

OUR COMMITMENTS

Our mission guides Boston Prep and our commitments guide how we work together as a One Team. Our commitments hold us accountable to ourselves, to one another, to our students, and to our families. They remind us of how we strive to do the work of our achieving mission together, united as a One Team.

I commit to **keeping myself and others safe.**

I commit to **seeing the good in myself and others.**

I commit to **following through.**

I commit to **speaking with, not about, the person.**

I commit to **seeking to understand diverse perspectives.**

I commit to **helping my community members.**

I commit to **rising like a Phoenix.**

CONTACT

We are committed to establishing and maintaining open and respectful lines of communication between families and faculty. If you would like to share a general inquiry or concern, please use the contact information below and your message will be forwarded to the appropriate parties. We will strive to return messages within 48 business hours.

Boston Prep
885 River Street, Hyde Park, MA 02136
617.333.6688
info@bostonprep.org

GOVERNANCE

Boston Prep is governed by a Board of Trustees, a number of community members who bring their diverse perspectives and expertise to our community. The members of the Boston Prep's Board of Trustees for the 2026-2027 school year are as follows:

Kim K. Borchert	Board Chair
Bryant Weinberg Jones	Vice Board Chair
Jon Beck	Trustee
Natalie Branch-Lewis	Trustee, Boston Prep Family Representative
Vanessa Centeio	Trustee, Boston Prep Staff Representative
Katheline Dumornay	Trustee, Boston Prep Staff Representative
Mayeti Gametchu	Trustee
Tom Huff	Trustee
Josh Johnson	Trustee
Sari Laberis	Trustee
Vanessa Lipshitz	Trustee
Jeanette Nobles	Trustee, Boston Prep Family Representative
David Russell	Trustee
Ben Sacks	Trustee
TBD	Trustee, Boston Prep Alumni Representative

Boston Prep's Board of Trustees can be contacted using the following email address: boardoftrustees@bostonprep.org

Appointment to Boston Prep's Board of Trustees is determined by a vote of the current members of the Board of Trustees. Candidates for the Board are typically nominated and then considered for membership based on their alignment with the school's mission and their ability to contribute to its governance and strategic direction. Final decisions on appointments are made by a majority vote of the existing Board members.

COLLEGE PREPARATORY ACADEMICS

CORE CURRICULUM

Boston Prep's curriculum offers all students a rigorous college preparatory education that builds foundational skills, develops critical thinking, and supports intellectual autonomy. In addition to core academics, all students participate in advisory, small group instruction, and enrichment (such as physical education, visual art and performing art).

GRADING POLICIES

Courses in the middle school are graded on a 0-100 point scale. Certain classes, such as enrichment, may be graded on a pass/fail basis. Students in grades 9-12 are graded on a 4.0 GPA scale. Students will receive grades on a 0-100 scale in their classes and on their progress reports. These grades will be converted to a 4.0 GPA scale on their report cards and transcripts. AP courses receive an additional 1.0 weight credited to the final grade. For example, an A in Advanced Placement Calculus is a 5.0.

GRADING SCALE

A	90-100
B	80-89
C	70-79
D	60-69
F	40-59

INTERIM ASSESSMENTS

Each class will include one TEP (Test, Essay, or Project) grade per quarter, called the "IA" (Interim Assessment). The IA is generally weighted the same as other TEP grades in the class. In some cases, a teacher may adjust the weighting of the IA relative to other assignments, with approval from their instructional coach.

Each quarter counts equally toward a student's final grade (25% per quarter).

ACADEMIC HONORS

HONOR ROLL

Each semester, students are honored for high academic achievement. Honor Roll designations are determined by a student's semester grade, as follows:

	Middle School	High School
95 - 100	Highest Honors	Summa Cum Laude
90 - 94	High Honors	Magna Cum Laude
85 - 89	Honors	Cum Laude

NATIONAL HONOR SOCIETY

Students with a qualifying cumulative high school GPA are invited to apply to the Boston Prep Chapter of the National Honor Society (NHS). NHS is a student organization that provides an opportunity for high school students with outstanding academic and ethical achievements to cooperate in the service of their communities and further academic accomplishments. NHS exists at over 1,000 high schools around the world, and through NHS more than a million students have developed as scholars, raised money, volunteered hours, and led their community.

Members of NHS excel in three key areas: scholarship, leadership, and service. A faculty committee convenes to determine eligibility and promise in the leadership and service categories. A high cumulative GPA qualifies students to apply. Students are asked to complete a short application; the Faculty Committee uses the application to judge commitment and desire to participate in NHS.

NATIONAL SPANISH HONOR SOCIETY

Students with a qualifying cumulative high school GPA are invited to apply to the Boston Prep Chapter of the Spanish Honor Society (SHS). The SHS is an organization dedicated to recognizing high school students who excel in the study of the Spanish language and culture, while also demonstrating strong ethical values and a commitment to community service. SHS chapters exist in schools across the country, fostering a deep appreciation for the Spanish language and Hispanic cultures while encouraging academic and service-oriented pursuits.

Members of the SHS distinguish themselves in three key areas: scholarship, cultural understanding, and service. A faculty committee evaluates eligibility based on students' academic achievements in Spanish, as well as their potential for leadership and community involvement. Students who meet the GPA requirement are invited to apply and must complete a short application. The Faculty Committee reviews these applications to assess the students' commitment and enthusiasm for participation in SHS.

VALEDICTORIAN AND SALUTATORIAN CRITERIA

The Valedictorian is the High School student who has the highest cumulative GPA at the end of their high school term at Boston Prep.

The Salutatorian is the High School student who has the second highest cumulative GPA at the end of their high school term at Boston Prep. In the case of a tie, multiple Valedictorians and/or Salutatorians will be named for the graduating class.

PROMOTION POLICIES

At Boston Prep, our promotion policies are designed to ensure that students are fully prepared for the academic challenges of the next grade level and, ultimately, for success in college. We hold high expectations for all students and provide the necessary support to meet these standards. Our commitment to college persistence means that we not only focus on academic achievement but also on the development of the skills and habits essential for thriving in a college environment. Promotion decisions are made with careful consideration of each student's overall readiness, ensuring they are on a solid path toward earning a college degree and achieving long-term success.

MINIMUM PASSING SCORE IN EACH CLASS

At Boston Prep, students will only be promoted when they have demonstrated mastery of the academic standards. To build a culture of learning and achievement, and to hold students accountable for their own efforts in their education, Boston Prep students are required to earn a passing score of 60% or higher in each class for the year in order to pass and earn credit for that class (the "minimum passing score"). This includes all core academic classes, as well as enrichment classes.

MIDDLE SCHOOL PROMOTION REQUIREMENTS

Students in grades 6 through 8 must pass all core academic classes to be promoted to the next grade level.

- **One Failed Class:** Students who fail one academic course (i.e earn a final grade of 59 or lower) will be required to attend and complete Boston Prep's summer school program. To earn credit for the failed course and be promoted to the next grade level, students must meet all attendance requirements and demonstrate mastery in the summer school course. If a student successfully meets these criteria, they will be promoted to the next grade. If not, they will be required to repeat the grade.

- **Two or More Failed Classes:** Students in grades 6 through 8 who do not pass (i.e earn a final grade of 59 or lower) two or more academic courses will be required to repeat the grade.

HIGH SCHOOL PROMOTION REQUIREMENTS

Students in grades 9-12 must earn a minimum number of credits each year to be promoted to the next grade. The table below outlines these requirements.

Minimum Credits Required for Promotion	Classes of 2026 - 2027	Class of 2028 and beyond
to Grade 10		5
to Grade 11	10	11
to Grade 12	16	17

HIGH SCHOOL GRADUATION REQUIREMENTS

All students are required to meet statewide graduation requirements in order to earn a diploma at Boston Prep. Families are encouraged to refer to the Massachusetts Department of Elementary and Secondary Education (DESE) website for the most updated information on graduation requirements. Please note that Boston Prep's graduation requirements meet and exceed the state minimum requirements, in an effort to ensure that all students are prepared to meet the demands of competitive four-year colleges and 21st-century careers.

Boston Prep Graduation Requirements

Subject Area	Class of 2028 and all future graduating classes
Math	4
ELA	4
Science	4
History	3
Language	2
Ethics	1 (0.25 each year)
Health and Physical Education	1 (0.25 each year) Need to pass all 4 years

Arts	1
General Electives	4
Summer Enrichment	Need to do 3 summers
MCAS ELA, Math and Science Exam	MCAS score of 470 in ELA, Math, Sciences (Physics or biology)

MCAS REMEDIATION FOR 12TH GRADE STUDENTS

High school students who fail one or more MCAS exam(s):

- Will be given an opportunity to retake the MCAS subject exam(s) that they failed during the appropriate retest windows.
- If a student has not passed an MCAS subject exam(s) by the end of junior year, they will receive remedial intervention to address persistent learning gaps. Successful completion of the remedial program will waive Boston Prep's MCAS requirement and allow the student to receive a diploma providing the other graduation requirements are met.

ACADEMIC APPEALS: APPEALING PROMOTION, GRADUATION, OR RETENTION DECISIONS

Families may appeal promotion decisions made by the school by sending a written request to appeal to the School Principal within 48 hours of receiving the communication from Boston Prep notifying them of the graduation, promotion, or retention decision that they are appealing. In regards to Academic Appeals, please note the following:

- Academic appeals should be in written form and sent directly to the School Principal by the student or parent/guardian. The email should include an overview of the decision being appealed, as well as supporting documentation.

- If a specific class grade is being appealed, it should be assumed that the teacher in question will be asked to submit a written statement, as well as supporting documentation, as part of this academic appeal process.

- Only the School Principal, Chief of Schools and/or Executive Director can grant an appeal.

- Appeals may have the following outcomes (but not limited to):
    - The appeal is denied by the School Principal.
    - The appeal is approved by the School Principal.
    - The appeal is deferred to the Chief of Schools and/or Executive Director. Decisions made by the Chief of Schools and/or Executive Director are considered final.

ACADEMIC SUPPORTS

At Boston Prep, we are committed to providing all students with the resources and support they need to succeed academically. Our approach includes a range of services and opportunities designed to help students meet their academic goals and develop strong, lifelong learning habits. Students and families may work proactively with teachers to make arrangements for additional support outside of school hours, after school, or at other times. On a case-by-case basis, teachers may provide more academic support opportunities for students before and after school.

IN-CLASS AND OUT-OF CLASS INTERVENTION BLOCKS

At Boston Prep, we are dedicated to ensuring that all students reach their full academic potential. To support learning acceleration, we offer both in-class and out-of-class intervention blocks designed to address individual student needs. These intervention blocks may be teacher-planned, focusing on targeted instruction to reinforce key concepts, or they may utilize online learning suites that provide personalized practice and enrichment opportunities. Whether through direct instruction or adaptive technology, these interventions are aimed at helping students close gaps in understanding and accelerate their progress toward academic success.

TEACHER OFFICE HOURS

At Boston Prep, teacher office hours provide a valuable opportunity for students to receive additional academic support outside of regular class time. All students are encouraged to attend office hours to ask questions, review material, or seek clarification on assignments. Additionally,

specific students may be required to attend based on their class performance, missed work, or need for extra support. These sessions allow for personalized attention, helping students overcome challenges and stay on track with their learning goals.

HOMEWORK ASSIGNMENTS

At Boston Prep, we develop the habits that will help students find success in life. One habit that we develop is doing nightly homework well. Doing homework each night requires students to be organized, manage their time, and be accountable for themselves. Homework is checked during academic classes. Students can expect to have roughly 30-60 minutes of homework each night in each class. Students are also assigned homework over long breaks, and they should be prepared to show the homework when they return from break.

SPECIAL EDUCATION

Boston Prep strives to include every student, including students with disabilities, in the general education program to the maximum extent possible. Because we believe in preparing all students for college, we offer all students access to a rigorous curriculum. We recognize that some students may require special education or related services in order to make meaningful educational progress and develop socially and emotionally. Accordingly, when appropriate, Boston Prep will evaluate a student to determine if he or she has a disability that would render such special education or related services necessary. This evaluation may result in the development and implementation of an Individualized Education Program (IEP) or Section 504 Plan (504 Plan).

A student's IEP or 504 Plan may call for various methods of delivery, including co-teaching, push-in support, and pull-out support. It may also call for additional support, such as counseling, speech-language therapy, physical therapy, occupational therapy, and social groups. Federal and state laws require appropriate services to be administered in the "least restrictive environment."

A parent may request that his/her child be evaluated to determine if the child is a child with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. A parent may request such evaluation by submitting a written request to the Director of Support Services via email.

ENGLISH LANGUAGE LEARNERS

Boston Prep is dedicated to supporting all English/Multi- Language Learners (ELLs/MLLs) in the general education classroom. The goal of the English Language Development (ELD) program is for students to become proficient in the English language so that they can better participate in their academic classes. ELD service delivery is provided through both push-in and pull-out services as determined by WIDA language levels and ACCESS data. Our ELD Coordinator works with ELD and general education teachers to ensure our classrooms are sheltered to support the building of academic vocabulary and language proficiency.

INSTRUCTIONAL SUPPORT TEAM (IST)

The IST is a group of grade-level educators who meet on a regular basis to discuss the needs of general education students who are struggling within the classroom. The IST is the school's pre-referral committee that collaborates to develop appropriate interventions, supports, and strategies. The goal of IST is to gather data in order to identify obstacles to student learning and minimize or eliminate these obstacles on a regular, data-driven cycle. In some cases, the IST may recommend an evaluation; however, not all students referred to the IST will be evaluated and not all evaluations will lead to additional services or support.

ACADEMIC INTEGRITY

We believe that students should be independent thinkers and therefore demonstrate their original thoughts and work at all times. Any work handed in for credit, including drafts and outlines, falls under this policy.

Violations of academic integrity could look like, but is not limited to:

- Copying another student's work or letting another student copy your work
- Using applications to complete work
- Copying and pasting directly from the internet without citation
- Using notes without permission
- Using one assignment for two different courses without permission etc.
- Unauthorized use of artificial intelligence

Academic integrity is a core part of demonstrating integrity and respect in our community. If a student engages in academic dishonesty, the teacher will record the incident in DeansList. The student will earn a zero on the assignment and will not be allowed to redo or make up the work. Teachers may also assign a reflection or conference to support the student's ethical growth.

A parent meeting may be held with any of the following people: teacher, student, parent, advisor, college counselor, Principal and Assistant Principal. Incidences of Academic Integrity can jeopardize membership in the National Honor Society, letters of recommendation, and may jeopardize scholarships.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

At Boston Prep, we recognize the growing role of artificial intelligence (AI) in education and society. While AI tools can offer valuable support in learning and productivity, it is essential that their use aligns with our educational values, academic integrity, and the development of critical thinking skills. The following guidelines outline the appropriate and responsible use of AI within our school community:

1. **Academic Integrity:**
    a. Students must ensure that all work submitted is their own. AI tools may not be used to generate assignments, essays, or projects unless explicitly permitted by the teacher.
    b. Plagiarism, including the use of AI-generated content without proper attribution, is strictly prohibited and will be subject to disciplinary action.

2. **Teacher Guidance:**
    a. AI tools may only be used in the classroom or for assignments when approved by the teacher. Students should follow specific instructions regarding when and how AI can be used.
    b. Teachers will provide guidance on appropriate AI resources that align with the curriculum and support student learning.

3. **Ethical Use:**
    a. AI tools should be used in a manner that respects privacy, promotes ethical behavior, and enhances the learning experience. Students must avoid using AI for any malicious purposes, including but not limited to cheating, spreading misinformation, or invading others' privacy.
    b. While AI can assist in gathering information, students are encouraged to develop their critical thinking and research skills by analyzing and synthesizing information independently. AI should be used as a supplementary tool rather than a replacement for original thought and inquiry.

4. **Monitoring and Enforcement:**
    a. The use of AI tools will be monitored to ensure compliance with this policy. Violations of the AI Use Policy may result in disciplinary actions consistent with the school's code of conduct.

Boston Prep reserves the right to update this policy as AI technologies evolve and new educational practices emerge.

A CULTURE OF ETHICS

At Boston Prep, we believe that a strong foundation of structure and ethics is essential to cultivating a positive school culture. Through consistent, common practices, we create a structured, focused, and safe environment where students are not only known and recognized but also deeply supported by multiple adults. Our classrooms are designed to foster an ethical climate, where students are self-motivated to engage with challenging content, take risks, and learn from their mistakes. We emphasize the importance of students contributing to their own growth as well as the collective growth of the classroom community. By leveraging our small, intimate size, we build deep, meaningful relationships with students, ensuring that our ethical principles are the bedrock of their educational experience.

ETHICAL GROWTH THROUGH RELATIONSHIPS

At Boston Prep, we believe that ethical growth is cultivated through strong, meaningful relationships. We actively foster these connections by engaging students in a variety of community-building structures, including Advisory, Circle, Homeroom, High School Houses, Community Meeting, Ethics coursework and High School Summer Enrichment. These settings are designed to create a supportive environment where students feel valued and understood, helping them to grow not just academically but also ethically. In addition, we seek out regular opportunities to celebrate our students with Ethical Honors.

ADVISORY

Each teacher in the school has an advisory each year that ranges from 5-15 students. Advisors play a critical role for students and families. They provide regular, candid feedback and coaching on academic achievement, behavior, and ethical growth through weekly progress reports, calls, and family meetings; serve as a trusted adult and advocate for the student; and ensure that every student is known well by at least one person. That relationship serves to ensure that every single student has at least one adult charged with keeping a close eye on his or her overall academic performance. In practice, there are many people monitoring student's academic progress, but advisors meet with students each week and communicate with families regularly to discuss academic progress. During advisory, advisors and students discuss ways students might improve their performance and/or set

goals for the short term and long term. Often, advisors plan activities to facilitate team building and to encourage personal development outside of the classroom.

CIRCLE

At Boston Prep, Circle plays a vital role in our community by providing a dedicated space for students to engage in meaningful reflection and dialogue. Every week, all students participate in Circle, where they are encouraged to share experiences, discuss values, and support one another in their personal and ethical growth. These Circles are integral to building a strong, connected community where students learn to navigate challenges with integrity, empathy, and respect. Through consistent participation in Valor Circles, students develop the ethical foundation needed to thrive as thoughtful, responsible members of both our school community and the wider world.

MIDDLE SCHOOL HOMEROOMS

Middle school students are assigned a homeroom. Homerooms are given the name of the college or university of one of their homeroom teachers. This homeroom structure allows students to build a team identity. Each homeroom consists of smaller advisories. Homeroom teachers, or advisors, are responsible for ensuring homerooms have goals, avoid conflict, and have systems in place. Homeroom teachers are responsible for coordinating and monitoring homeroom activities and ensuring that the homeroom develops a positive and goal-oriented culture. Students are expected to regularly contribute to the development of their homeroom by supporting, assisting, and recognizing one another.

HIGH SCHOOL HOUSES

High school students belong to one of four "houses." The houses span grade levels. The Latin word "honor," which means "respect," is cast as a paramount virtue in high school and a common theme in discourse in all four of the houses. The houses are named:

- "Animus:" Latin for "courage"
- "Benevolentia:" Latin for "compassion"
- "Sinceritas:" Latin for "integrity"
- "Constantia:" Latin for "perseverance"

Each student entering 9th grade will receive his or her house assignment in a special ceremony during the first week of school. The student will receive a pin, symbolizing their particular house identity, which can be worn on the Boston Prep uniform. House competitions and community building days foster a spirit of community within the school.

HIGH SCHOOL SUMMER ENRICHMENT REQUIREMENT

All Boston Prep high school students are required to participate in high-quality summer enrichment programs that promote their personal, academic, and professional growth. Students must be involved in a program that will allow them to gain skills and knowledge as well as grow personally and ethically.

In years past, examples of qualified summer enrichment programs included: participating in an academic camp or pre-college program, completing an internship program, volunteering a minimum of 40 hours of community service, enrolling in a leadership training institute or camp, or obtaining a summer position through the SuccessLink or ABCD youth employment program, and positions in retail, sales, food industry, etc. did not count towards the summer enrichment requirement. Starting the summer 2022, programs and job opportunities completed by students over the summer can earn the summer enrichment requirement credit, pending approval from the Director of Extracurricular & External Partners.

Students may select a program of interest, which must be approved by the Director of Extracurriculars & External Partnerships to ensure the program meets Boston Prep guidelines and expectations. Without program pre-approval, students risk not receiving credit for completion of summer enrichment. Upon completion of the summer enrichment program, students will be required to submit documentation of participation in order to receive credit.

Students and families are exclusively responsible for finding and enrolling in a qualified summer enrichment program. Boston Prep provides students with information about many high-quality programs in the area, including applications to be part of these programs. In addition, upon a reasonably timed inquiry, Boston Prep faculty members may provide students with recommendations. Families must ensure that students select an appropriate summer enrichment program, take all steps necessary for application, and secure a position in a program. In addition,

families are responsible for any and all costs associated with the selected summer enrichment program, unless students apply for and successfully secure a summer enrichment scholarship from Boston Prep. Boston Prep's Leadership Team regularly evaluates the range of options for summer enrichment programs and works to improve the summer enrichment programming.

ETHICS COURSEWORK

At Boston Prep, we believe that developing a strong ethical foundation is essential for every student's growth and success. To support this, every student from grades 6 through 12 participates in a weekly Ethics class, where they engage in discussions, reflections, and activities that help them explore and define their own values and principles. This coursework is designed to guide students in creating their personal ethical code, empowering them to make thoughtful, principled decisions in all areas of life. By emphasizing ethics as a core part of our curriculum, we aim to equip students with the moral compass they need to navigate complex challenges and contribute positively to their communities. Students in the 8th grade and 12th grade are asked to complete capstone assignments to share their reflections about their ethical growth over the course of their middle school and high school careers. The successful completion of Ethics Roundtables in the 8th Grade and the Ethics Defense in the 12th Grade are Boston Prep graduation requirements.

COMMUNITY MEETINGS

By fostering traditions and creating spaces for conversations, students become invested in Boston Prep. We regularly gather our community together for a shared celebration, both as a whole school and as a middle school and high school. These meetings provide an opportunity for announcements, for students and teachers to recognize and celebrate one another, for games and friendly competitions, and more. We encourage student participation and leadership to the greatest degree possible.

ETHICAL HONORS

- **Virtue Commendations:** Virtue Commendations are awarded when a student demonstrates consistent exemplary behavior in an area specifically related to one of our school's virtues. A commitment commendation may be given privately, publicly in a homeroom or class, or publicly at middle or high school community meetings.

- **DuBois Award:** The DuBois Award is given to a student who has consistently exemplified the virtues of the school over a long period of time. To earn the DuBois Award, a student can show continuous improvement over time or can demonstrate exemplary practice of the virtues over the school year.

- **The Founder's Award:** The Founder's Award is Boston Prep's greatest honor. Each year, the Executive Director or his/her designee issues the Founder's Award to one Boston Prep student. In the final weeks of the school year, the Executive Director or his/her designee solicits nominations for the Founder's Award. Students, faculty, and community members can nominate recipients that most embody Boston Prep's core virtues during a school year.

ETHICAL GROWTH THROUGH STRUCTURE

CODE OF CONDUCT

Creating and maintaining a compassionate and courageous environment filled with integrity, perseverance, and respect is vital to supporting each student on their journey to becoming a successful college graduate and ethical person. At Boston Prep, we know that our beliefs for our students require that we hold them to high expectations and hold them accountable when certain expectations are not met.

At the core of Boston Prep is a deep belief in the power of relationships to build community. For these reasons, we focus on building and strengthening relationships in our classrooms, in our advisory spaces, in our hallways, in our Community Meetings, homerooms, and more. In our classrooms, we use positive praise, personal redirections, and whole class opportunities to reset as ways for us to work as a community on our engagement and creation of a safe and productive learning environment.

For the purposes of effectuating the Massachusetts Student Discipline Regulations in the middle school context, the Middle School Principal or his/her designee shall serve as the "Principal"; for the purposes of effectuating the Massachusetts Student Discipline Regulations in the high school context, the High School Principal or his/her designee shall serve as the "Principal." For the purposes of effectuating the Massachusetts Student Discipline Regulations, the Executive Director or his/her designee shall serve as the "Superintendent."

STANDARD OF CONDUCT

Boston Prep expects each student to conduct himself/herself in a manner consistent with the highest standards of conduct and conducive to the maintenance of a harmonious, pleasant, compassionate, and courageous learning environment. Any student who engages in any behavior to the contrary, or otherwise violates any provision of this Family Handbook (collectively, "Prohibited Conduct"), as applicable, may be subject to discipline at the discretion of the Principal or his/her designee.

Prohibited Conduct includes, but is not limited to:

- Harassment and discrimination: Boston Prep is committed to maintaining a school environment free of harassment and discrimination based on race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability;
- Physical contact. This includes any forms of touching, groping, or other displays of affection, other than shaking hands;
- Safety Violations/Use of Force. This includes pushing, fighting, threatening, or other violent behavior. Being in an unsupervised location might also constitute a safety violation;
- Alcohol, controlled substances, and tobacco. The sale, transfer, use, or possession of alcohol and tobacco at school or school related functions constitute a violation of Massachusetts State Law. The use of any tobacco product, including smoking, within the school buildings, the school facilities, or on school grounds or on school buses by any individual, including school personnel, is strictly prohibited. Possession of controlled substances is also strictly prohibited and may result in an expulsion from Boston Prep;
- Weapons. Massachusetts State Law provides that "any student who is found on the school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or knife... may be subject to expulsion from the school";
- Property violations. The theft, destruction, or defacement of school or private property may constitute violations of state law and jeopardizes the integrity of the school community. Any violation of state law may be reported to the proper authorities;
- Cheating and/or plagiarism. Cheating and plagiarism represent breaches of community integrity and trust. Boston Prep defines cheating as conversing with another student about a test or exam during a graded test or exam, copying or attempting to copy the work of another student, or using/attempting to use materials other than those allowed during an assessment. Plagiarism is defined as representing someone else's work as your own
- Attendance violations. Students are required to attend all scheduled classes and events, on time. Boston Prep has a closed campus. Students should not go beyond the specified limits of the school grounds during the school day without an approved chaperone or the express permission of a faculty member. Students who are not present in school may not attend school-sponsored activities after school on that day;

- Inappropriate behavior on the MBTA and/or in school uniform/dress code. Students represent Boston Prep when riding the MBTA and when in school uniform. They must not engage in any disruptive and/or dangerous behavior; and
- Violations of Handbook. Boston Prep will hold all community members to the policies outlined in this Handbook.

SCHOOL-RELATED DISCIPLINARY OFFENSES

The following sections describe school-related disciplinary offenses for which a student may be subject to consequences including, but not limited to, loss of privileges, detention, ICR, suspension, or expulsion. The offenses identified in the sections below are not exhaustive, and Boston Prep reserves the right to determine the consequences of each violation of the Code of Conduct.

A school-related disciplinary offense refers to the violation of this code occurring:

- While the student is on school grounds;
- While the student is off of school grounds, but results in substantial disruption to the learning environment or Boston Prep Community;
- During a school-sponsored activity, event, or trip;
- Commuting to and from school;
- During events sufficiently linked to school; or
- While communicating harassing messages via cell phones or all forms of social media.

DETENTIONS

When students don't meet expectations for behavior at Boston Prep Charter School, they will receive detention. Detention must be served after school the day the detention is earned from 3:15pm-4:15pm or from 1:15 pm- 2:15 pm on half-days for High School Students. In the Middle School students will serve detention during lunch and/or recess. Middle School students may be required to serve after school detention based on the dean's discretion. If a detention is earned, both students and parents are notified the evening before the detention must be served. Students who do not serve their detention will receive an escalated consequence.

REPORTING PROHIBITED CONDUCT

We all share the responsibility for maintaining a safe, positive learning environment. Students who have knowledge that another student has engaged in or is currently engaging in Prohibited Conduct must report the conduct to a teacher or administrator immediately.

SCOPE OF CODE OF CONDUCT

Students are expected to represent themselves and Boston Prep well in and out of school. The provisions of this Code of Conduct extend beyond the regular school day and school premises. Students are prohibited from engaging in any Prohibited Conduct during extracurricular activities, events associated with Boston Prep, travel to and from Boston Prep, time spent in neighboring areas and businesses surrounding Boston Prep, and while wearing a Boston Prep uniform.

STUDENTS WITH DISABILITIES

Generally, students with disabilities will be held to the same expectations as their peers without disabilities, unless otherwise provided in the student's IEP or 504 Plan or as otherwise required by law. However, federal and state laws provide procedural rights and protections to students with disabilities who may be subject to certain discipline. A copy of these rights, which outlines the procedures pertaining to the discipline of students with disabilities, is attached hereto as Appendix H. The Code of Conduct is to be read in conjunction with other referenced policies in this handbook, other policies distributed to students during the year, and school district policies, specifically, the Anti-Discrimination policy, the Anti-Harassment policy, the Bullying Prevention and Intervention plan, and special education policies, laws and regulations.

ALTERNATIVES TO SUSPENSIONS AND EXPULSIONS

A student who engages in Prohibited Conduct will be subject to discipline commensurate with the severity of the Prohibited Conduct in which the student engaged. In every case of student misconduct, the Principal or his/her designee will exercise his/her discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and attempt to avoid using long-term suspension from school.

The decision-maker at a discipline hearing (principal, superintendent, or designee) shall consider ways to re-engage the student in the learning process. Students shall not be suspended from school until alternative remedies have been employed and their use and results documented. Alternative

remedies may include but not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The decision-maker may determine that suspension is the only appropriate consequence in the following situations: (1) the specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; and (2) the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while at school.

REMOVALS FROM SCHOOL

- **Emergency removal:** The Principal has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the Principal determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal or his/her designee is required to notify the Executive Director immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal. The Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

- **Removal from Privileges and Extracurricular Activities:** If a student engages in Prohibited Conduct, the Principal or his/her designee may remove the student from privileges, such as, without limitation, extracurricular activities and attendance at school-sponsored events. A removal from privileges and/or extracurricular activities does not constitute a suspension.

- **Please Note:** Over the past several years, Boston Prep has worked to significantly reduce the use of suspension practices. Our goal is for students to both remain in class learning as much as possible, and ensure that we have a physically, emotionally, and mentally safe learning space for all students and teachers. What follows in Appendix C are the details for

how we, as a school, would approach a significant incident that could result in an out of school suspension.

COLLEGE PERSISTENCE

At Boston Prep, our mission is deeply rooted in preparing students not just for college acceptance but for long-term college success and ethical growth. This ethos is woven into every aspect of our school culture, beginning in the middle school, where homerooms are named after the alma mater of homeroom teachers and the anticipated college graduation year of students. College banners and symbols of higher education adorn our school walls, serving as daily reminders of our commitment to college preparation. Beyond academics, our Ethics coursework, Valor Circles, and community-building activities further support students in developing the ethical foundations necessary for success in college and beyond.

Our support for students does not end when they leave our building. Through our innovative and comprehensive Persistence Project, we continue to guide and support our alumni throughout their college journey, ensuring they persist and thrive in the face of any challenges. We provide ongoing support for up to six years post high school graduation, helping our students navigate the complexities of higher education and early career challenges. The Persistence Project includes individualized support and strategic coaching, regular phone calls and campus visits, a fund that provides book stipends and emergency financial support, and the ongoing collection and analysis of alumni data to continuously refine and improve our support systems.

SUPPORTS

- **Director of the Persistence Project:** Ensures the vertical alignment of college access and college success programming, providing robust, integrated, and uninterrupted support for students at every stage of their college journey.
- **College Prep Course:** All 11th and 12th-grade students are enrolled in a dedicated "College Prep" course, which guides them through the entire college application process, including researching colleges, completing applications, and securing financial aid.
- **College Counselor:** Works closely with 11th and 12th-grade students through the college research, application, and decision-making processes, helping each student find their “right fit” college while navigating financial aid and other key steps.

- **Alumni Counselor:** Provides ongoing support for Boston Prep alumni during their transition to college, offering monthly one-on-one coaching, academic progress monitoring, annual financial aid assistance, and guidance in accessing campus resources.

By combining rigorous academic preparation with a strong ethical foundation and ongoing support, Boston Prep is dedicated to ensuring that our students not only gain college acceptance but also succeed and thrive in their higher education and future endeavors, well into their early careers.

GENERAL SCHOOL POLICIES & PROCEDURES

ATTENDANCE

Attendance is essential for student success at Boston Prep and is required under M.G.L. 76 § 1. Regular attendance ensures that students can fully engage with our rigorous academic program and develop the necessary skills and knowledge. School attendance is not optional — students must be present in all classes every day. Boston Prep keeps accurate records of attendance and makes the records available to the Department of Elementary and Secondary Education, as necessary.

Consistent attendance is essential for academic success and is a requirement under charter school regulations. In cases where a student exhibits chronic absenteeism or is absent for an extended period without communication to the school, the school is obligated to take action. This may include contacting state agencies (for example, DCF), engaging the Boston Police Department's Bureau of Community Engagement, or filing a petition for Child Requiring Assistance ("CRA") with the juvenile court.

Chronic Absenteeism Throughout the Year: If a student is unexcused absent for five (5) consecutive days during the school year, Boston Prep will investigate whether the student intends to return through multiple reasonable efforts, including but not limited to an attempt to contact the families by phone, through certified mail, and/or by a home visit. If there has been no successful contact between the family and the school to explain the absences, Boston Prep will file a petition for CRA. According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. Boston Prep operates in compliance with the Department of Transitional Assistance requests and requirements.

UNENROLLMENT DUE TO TRUANCY

Consistent attendance is essential for academic success and is a requirement under charter school regulations. In cases where a student exhibits chronic truancy or is absent for an extended period without communication, the school is obligated to take action. This may include contacting state

agencies, filing an official complaint with the appropriate court and/or unenrolling the student.

- Unenrollment Due to Truancy At Start of School Year: If a student fails to attend school at the beginning of the school year and there is no successful contact with the student/families despite reasonable efforts made by Boston Prep, the student will be unenrolled from Boston Prep on or about October 1 of the school year.
- Unenrollment Due to Truancy Throughout the Year: If a student is absent for ten (10) consecutive days during the school year, Boston Prep will investigate whether the student intends to return through multiple reasonable efforts, including but not limited to an attempt to contact the families by phone, through certified mail and/or by a home visit. If there has been no successful contact between the family and the school to explain the absences, that student may lose his or her seat at Boston Prep and may be considered unenrolled from the school.

According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. Boston Prep operates in compliance with the Department of Transitional Assistance requests and requirements.

EXCUSED ABSENCES

We recognize that there are times when students will not be able to be present in their classes. The following are considered excused absences from Boston Prep:

- Illness or injury that prevents the student from attending school;
- A death in the immediate family or other significant family crisis;
- Religious holidays or religious holy days;
- Approved college visits; and
- A student's child's illness.

In order to be excused for a medical reason, the student must present a note from a doctor. For all other reasons, the student must present a note from a parent or guardian with supporting documentation. The note should be given to the front office team members or emailed to attendance@bostonprep.org and must include:

- The date of the absence;

- The reason for the absence;
- A phone number where a parent/guardian/doctor can be reached; and
- The parent/guardian/doctor signature.

A doctor's notes should be given to the school within 10 school days of a student's absence. The school will not go back more than 10 school days to excuse any absences unless it is deemed a unique and unforeseeable situation by the School Nurses, Social Worker, and/or Principal or Principal Designee. If a student has a chronic medical condition that may require them to be absent throughout the school year, without being seen by a medical professional, then a doctor's note should be given to the school nurse regarding the condition at the start of the school year and/or as soon as the condition is diagnosed. In addition to this note, a parent/guardian must contact the nurses via email or phone call, each time the student is going to be absent, so that they may be excused for that day.

Absences may be excused at Nurses, Social Workers and Principal's discretion for unique and unforeseeable circumstances. All other absences will be unexcused. The note must include the date absent, the reason for the absence, a phone number where a parent or caregiver can be reached, and the parent or caregiver's signature.

UNEXCUSED ABSENCES

Unexcused absences occur when an absence does not meet the criteria for excusal. Before any planned absences, parents/guardians should consult with the Principal or their designee to determine if the absence will be excused. Teachers do not have the authority to excuse absences.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

EARLY DISMISSALS

Students leaving school early must have a written note or email from a parent/guardian stating the reason and time for dismissal. Phone calls will not be accepted as a means of dismissal. If a student does not have a note, a parent/guardian must pick them up. Early dismissals will be excused for the same reasons as absences.

Students who are 18 years or older must submit a written request for early dismissal to the Principal, verified by the Principal or designee, and co-signed by a parent/guardian.

TARDY POLICY

Teachers take attendance at every class period. Students are expected to be on time for every class. A student is marked tardy if they arrive late.

ATTENDANCE CAP & CONSEQUENCES

Boston Prep expects students to be in school on a regular basis. Students with 5 or more unexcused class absences or 10 or more unexcused class tardies in Powerschool in a quarter will have their quarter grade reduced by 10 points with a floor of 59%.

MAKE-UP WORK POLICY

Students are responsible for work missed during absences. In order to do so, students should visit the teacher's Google Classroom and/or reach out to the teacher via email for extra help. Teachers are not required to provide work in advance to students who have planned absences, however all materials will be made available to the student upon return to classes. Middle School students may submit late work for credit until the end of the current unit of instruction. Work submitted after the initial deadline is penalized by ten percent. High School students may submit late work for credit up to two days after the initial deadline. High School students must make up a missed proctored assessment within one week during teacher office hours.

DRESS CODE

We ask all students and families to commit to the Middle School and High School dress codes at all times when on our campus. The dress code is as follows:

Middle School Uniform	High School Uniform
Tops: Maroon Boston Prep Polo shirts (short/long sleeve), Black Boston Prep crew neck or Boston Prep quarter zip sweatshirts. ● Please note that shirts, hoodies, crewnecks, and quarter-zips earned through participation in a sport, club, or special event/trip may not be worn as part of the school uniform unless otherwise specified. **Bottoms: Khaki dress pants, khaki shorts, or khaki skirts.** ● Shorts and skirts must be no more than one inch above the kneecap. ● Cargo pants, corduroy pants, jeggings, leggings, sweatpants, and other non-dress casual pants are not permitted. **Shoes: Closed-toe dress shoes or sneakers.** ● Open-toe and/or open-back footwear (including peep-toe shoes, slingbacks, Crocs, Foam Runners, sandals and slides) is prohibited. **Hats and Headwear:** Hats and other headwear (i.e.-bonnets, durags, etc.) may not be worn inside the school building unless for religious purposes. **Physical Education (PE) Uniform:** ● **Tops:** Grey Boston Prep Athletic T-Shirt ● **Bottoms:** Boston Prep sweatpants or shorts **only** ● **PE uniforms are permitted on Gym Days ONLY**	**Tops: Black Boston Prep Polo Shirt (short/long sleeve), Maroon Boston Prep crewneck, or Black Boston Prep quarter zip sweatshirts.** ● Please note that shirts, hoodies, crewnecks, and quarter-zips earned through participation in a sport, club, AP course, or special event/trip may not be worn as part of the school uniform unless otherwise specified. **Bottoms: Khaki dress pants, khaki shorts, or khaki skirts.** ● Shorts and skirts must be no more than one inch above the kneecap. ● Cargo pants, corduroy pants, jeggings, leggings, sweatpants, and other non-dress casual pants are not permitted. **Shoes: Closed-toe dress shoes or sneakers** ● Open-toe and/or open-back footwear (including peep-toe shoes, slingbacks, Crocs, Foam Runners, sandals and slides) is prohibited. **Hats and Headwear:** Hats and other headwear (i.e.-bonnets, durags, etc.) may not be worn inside the school building unless for religious purposes. **Physical Education (PE) Uniform:** ● **Top:** Grey Boston Prep Athletic T-Shirt ● **Bottoms:** Boston Prep sweatpants or shorts **only** ● **PE uniforms are only permitted during PE Class, students will have the option to change at the start of class**

Middle School Uniform	High School Uniform
Families may purchase uniform items using the following website: Metroschooluniforms.com	

CONSEQUENCES

If a student arrives on campus out of dress code, they will earn a referral. Students will be expected to change into the appropriate uniform and have the opportunity to:

- Call someone to bring them appropriate dress
- Borrow a loaner clothing item from the Dean of Students, if available [Boston Prep has a washer and a dryer on site. We wash school attire items frequently and all items provided to students are laundered.]

If a student is repeatedly out of uniform, a member of the Culture Team will reach out to the parent and/or guardian to set up a meeting to discuss next steps.

PE UNIFORM

Students who have PE will have the option to change into the PE uniform at the start of class.

DRESS-DOWN DAYS

Occasionally, the Leadership Team will approve earned dress down days for homerooms, grade levels, houses, or schools. However, it is important that all clothing remains appropriate and aligns with our school values. Please adhere to the following guidelines:

1. Appropriate Length: Shorts, skirts, and dresses must be of an appropriate length, reaching at least mid-thigh.
2. Modesty: Clothing should not be excessively tight or revealing. No midriff, strapless tops, or low-cut shirts are allowed.
3. No Offensive Content: Clothing with inappropriate language, images, or messages (including references to drugs, alcohol, or violence) is not permitted.
4. Footwear: Closed-toe shoes are required for safety reasons. No sandals, flip-flops, or slippers are allowed.
5. Hats and Headwear: Hats and other headwear (unless for religious purposes) are not allowed inside the school building.

6. Respect for School Environment: Dress-down attire should still reflect a respectful attitude toward the school environment. Students may be asked to change if their clothing is deemed inappropriate.

These guidelines help ensure that dress-down days are enjoyable and align with our school's standards. Expectations will be posted for students prior to any dress down day. Students who do not follow these guidelines may be asked to change into appropriate attire or could lose dress-down privileges in the future. Students are encouraged to bring clothing that conforms to the dress code with them if they have any questions so as to not lose learning time.

STUDENT MATERIALS & TECHNOLOGY

At Boston Prep, we ensure that all students are equipped with the essential materials needed for academic success. We provide necessary supplies, textbooks, and technology to support their learning. In addition, we have clear policies regarding the appropriate use of technology on our campus. Students are expected to use school-provided devices and resources responsibly, adhering to our guidelines to maintain a focused and safe learning environment. Our policies are designed to foster effective learning and to ensure that all students have access to the tools they need to succeed.

SCHOOL SUPPLIES

All textbooks, workbooks, Chromebooks, and chargers will be provided by Boston Prep. Students are responsible for the care of their school textbooks and Chromebooks throughout the school year. Lost or damaged books or Chromebooks will need to be replaced and students will be charged a replacement fee of $300 at the end of the school year (or as needed). High school seniors should ensure all instructional materials have been returned or all fees have been paid in full prior to graduation or may risk not being able to participate in graduation activities.

In addition to the supplies and books provided by Boston Prep, students are encouraged to have their own pencils and paper readily available.

CELL PHONE USAGE POLICY

At Boston Prep, we are dedicated to fostering a learning environment where every student feels safe, productive, and fully engaged. To support this commitment, we are a phone-free school. This means that student cell phones, tablets, personal computers, headphones, Airpods, smartwatches and all other personal electronic devices are strictly prohibited from being used or visible during school hours.

We ask that before entering the building, students:

- Turn off or silence all personal electronic devices.
- Place their devices securely in their backpacks for the entire school day.

These devices must remain turned off and out of sight throughout the school day to ensure a focused and distraction-free environment for all students.
If a student violates our phone policy, the following consequences may ensue:

- First Instance: Phone and/or personal electronics will be confiscated to the Dean and the parent/guardian will be notified immediately. Referral will be issued.
- Second Instance: A student's parent/guardian must come to the school to pick up their child's phone and/or personal electronics. Referral will be issued.
- Third Instance: Student will turn in their phone and/or personal electronics upon entry each day to a member of the Culture Team (Dean of Students or a Culture Coordinator)

PROHIBITED TECHNOLOGY DURING TESTING

The use of any prohibited technology, such as cell phones, headphones, smartwatches or other electronic devices, during all testing sessions is strictly forbidden at Boston Prep. Violating this

policy will lead to serious consequences, including school-based disciplinary actions and the potential nullification of the test results. To maintain the integrity of our assessments and ensure a fair testing environment for all students, it is imperative that all devices remain turned off and with the proctor during the testing session(s).

STUDENT-PARENT COMMUNICATION DURING SCHOOL HOURS:

At Boston Prep, we strive to maintain a focused and productive learning environment for all students. To support this goal, we kindly ask parents to limit communication with their children on personal devices during school hours. Personal electronic devices, including cell phones, are not to be used or visible during the school day. In exceptional circumstances, a school official or teacher may grant a student permission to contact their parent in the presence of a school staff member.

If you need to reach your child urgently, we encourage you to contact the school's main office (617-333-6688). We will ensure that any important messages are promptly delivered to your child. This policy helps minimize distractions and ensures that students can fully engage in their academic and extracurricular activities throughout the day.

CHROMEBOOK USAGE POLICY

Students may only access Boston Prep-issued Chromebooks per school leadership or teacher direction. Students may only use the Chromebook assigned to them; the use of another student's Chromebook may result in discipline, such as the loss of Chromebook privileges. If a Chromebook becomes defective due to hardware or software malfunction, the student must notify a teacher or communicate directly with the Director of technology as soon as reasonably practicable. If a student maliciously damages a Chromebook, school leaders will discuss appropriate action with the student and family, which may include the loss of Chromebook privileges. Students who become aware of another student intentionally damaging a Chromebook or otherwise using a Chromebook improperly must report this conduct to a faculty member of Boston Prep. At any point, the Director of Technology, school level principal, or assistant principal may withhold a Chromebook.

If a Chromebook becomes lost or stolen, the student may be assessed a fee of up to $300 to replace the device. If a student's Chromebook is damaged, the student will be assessed a fee of $40. If a Chromebook charger is lost or stolen the student will be charged a $20 replacement fee. This payment is due to the school before gaining access to technology again. If damaged beyond repair, the student will be responsible for paying the replacement fee up to the cost of the full replacement of a Chromebook.

PERSONAL USE OF TECHNOLOGY POLICY

Students are prohibited from connecting their personal devices to Boston Prep Wi-Fi. Boston Prep is not responsible for electronic items lost or damaged on school grounds.

Guidelines and Expectations

1. Students and staff will use the Boston Prep network and machines in a responsible, efficient,

ethical, and legal manner in accordance with our mission and our school values.

2. Internet and Chromebook access entails responsibility and is only for educational and school business purposes. Students are individually responsible for their behavior when using Boston Prep's technology and assume responsibility when they misuse resources. General Boston Prep rules and policies for behavior apply.
3. We expect students to be independent thinkers and to take initiative in their own learning. Therefore, we expect students to come to class prepared with a fully charged Chromebook. However, if a student requires a loaner, they will have the opportunity to check out a Chromebook from the tech office before school or during transitions with a working cell phone as collateral for the loaner. It is important to encourage students to check their machines before their transition and the start of class.

TECHNOLOGY & INTERNET POLICY

This policy governs the access and use of computers and other electronic equipment owned by Boston Prep, including, but not limited to, its internal computer network, computers, laptops, electronic data storage devices, personal digital assistants (e.g., smartphones), voicemail systems, cell phones, and other electronic systems used to conduct Boston Prep-related work (collectively "technology"). This policy also governs the access and use of all means and methods of communications including but not limited to telephone, voicemail, email, mail, computers, handheld devices, pagers, mobile phones, faxes and the use of the internet, intranet and extranet sent by or received by any student using Boston Prep Systems Equipment. Any violation of this policy, like all other policies in this Handbook, may, at the sole discretion of Boston Prep, result in the suspension of any or all technology access privileges and/or disciplinary action, up to and including suspension or expulsion.

ACCEPTABLE USE

Boston Prep firmly believes that the use of technology empowers students and provides valuable opportunities for research, curriculum support, and career development. As such, students are encouraged to use technology in a manner consistent with this purpose, to the fullest extent in pursuit of their learning goals and objectives. Unless otherwise provided, students shall not use technology for any personal purposes.

While the use of technology is a tremendous resource for electronic information, it has the potential for abuse. Users of technology assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use the technology. Boston Prep has installed special filtering software in an effort to block access to material that is not appropriate for students.

UNACCEPTABLE USE

Without limitation, the use of technology for any of the following purposes is considered **Prohibited Conduct**:

- accessing social media, including, without limitation, Facebook, Instagram, Snapchat, Twitter, and YouTube;
- accessing personal email correspondence;
- accessing websites during class other than those identified by the teacher as appropriate for class;

- disclosing, using, or disseminating personal identification information about self or others;
- accessing, sending, or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using technology for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using technology to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the teacher or Principal;
- plagiarizing material. Any material obtained from technology and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using technology for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the teacher; and
- overriding the Internet filtering software.

NO EXPECTATION OF PRIVACY POLICY

All technology is the sole property of Boston Prep. All information, data, and messages created, received, sent from, or stored in such technology is the sole property of Boston Prep, including, but not limited to, all email and Internet data (including messages and attachments) that is composed, transmitted, or received via technology. This includes any authorized or unauthorized communications received by, created on, or sent from personal accounts or websites such as Facebook, Twitter, Yahoo, and G-Mail using Hardware. Accordingly, students and families have no expectation of privacy with respect to this technology or regarding the use, storage of data, or other content on such technology.

Boston Prep may monitor and inspect all technology, and access, review, copy, and delete any information, data, or messages created on, stored on, transmitted from, received by, or accessed through the technology. This means that Boston Prep may, without limitation:

- Monitor e-mail and Internet usage;
- Retrieve and read any data composed, sent or received, or deleted from its Hardware, including such data from personal accounts such as Facebook, Twitter, Yahoo, and G-Mail; and
- Monitor the websites that users have visited and any information they have downloaded from such websites, including, but not limited to, personal accounts on such websites like Facebook, Twitter, Yahoo, and G-Mail.

Such monitoring may include direct inspections of computers, Chromebooks, and data storage, monitoring of network traffic. Students and families should take care to ensure that all transmissions are accurate, appropriate, ethical, and lawful.

STUDENT-SPECIFIC TECHNOLOGY, GOOGLE APPS, AND CHROMEBOOK TERMS OF USE

Boston Prep utilizes a 1:1 Chromebook model for all students and recognizes the importance of building technology skills in 21st century classrooms and to support college readiness and completion. However, students are required to use school-sponsored technology responsibly and adhere to the following terms of use, in addition to the terms of the technology and Internet Policy set forth above.

***Google Account*:** Students may only use their Boston Prep Google account for Boston Prep work. A student shall not use his or her Boston Prep Google account for personal use. A student's Boston Prep Google account can be deactivated at any moment and is subject to search by Boston Prep.

FAMILY INVOLVEMENT

At Boston Prep, we believe that student success is best achieved when school and home work together. We are committed to actively involving parents and guardians in their child's education through regular, two-way communication and meaningful participation in school activities. To support family involvement, we provide opportunities for parents to engage in planning, attend events, and contribute to school policies. We offer orientation for new families, regular updates on student progress, and hold workshops to help families support their child's academic achievement. Additionally, our advisors serve as primary contacts for families, ensuring ongoing communication and support. All family activities and opportunities are communicated in our weekly e-newsletter.

COMMUNICATION POLICY

At Boston Prep, we are committed to fostering a positive and respectful community. We expect all communication between families and staff members to be conducted in a manner that reflects mutual respect, professionalism, and a shared commitment to student success. Disrespectful, hostile, or aggressive behavior will not be tolerated and may result in restricted communication channels, limited access to our facilities or further action as deemed necessary by school administration. By working together respectfully, we can ensure a supportive and collaborative environment for all members of our school community.

TRANSLATION SERVICES

Boston Prep will ensure that information related to school and family programs is sent to families in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language all families can understand. Boston Prep will inform families of their right to request translated versions of school communication and will provide them accordingly. Boston Prep will translate all recruitment materials into the primary languages other than English spoken in the community.

ADVISORY CALLS

Frequently, a student's advisor will call the family at home. Parents should use this method of communication as a venue to ask questions and clarify issues affecting their student(s). This is also a venue through which parents can stay informed of their student's ongoing academic record and information regarding their behavior at school. Families are encouraged to contact the advisor as needed throughout the school year.

FAMILY COMMITTEE

Boston Prep's Family Committee meets regularly, under the leadership of the Family Operations Manager, and is open to all Boston Prep families of students in grades 6-12. During these meetings, parents discuss the state of the school, services provided to students, and plan activities for the faculty, students, and parents of the school. All meeting dates are listed on the school's calendar on the website and will be advertised in newsletters and on social media.

SPECIAL EDUCATION PARENT ACTION COMMITTEE (SEPAC)

The SEPAC is a committee for parents of students who receive special education services. The purpose of this committee is to provide information relating to students with special learning needs as well as to provide a forum for these parents to discuss issues related to the school. All meeting

dates are listed on the school's calendar on the website and will be advertised in newsletters and on social media.

ENGLISH LEARNER PARENT ACTION COMMITTEE (ELPAC)

The ELPAC is a committee for parents of students who receive English language development services. The purpose of this committee is to provide information relating to students with special language needs as well as to provide a forum for these parents to discuss issues related to the school. All meeting dates are listed on the school's calendar on the website and will be advertised in newsletters and on social media.

PARENT/GUARDIAN RIGHT TO KNOW

Title I and the Every Student Succeeds Act ("ESSA") are federal laws that have specific expectations of family involvement in schools with the goal of having families be partners in their student's education. Boston Prep actively supports these expectations and strives to fully involve families in the school and provides parents/guardians with all information that they have the right to know under these federal laws. Parents may request, and Boston Prep will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers.

COMMUNICATION REGARDING GRADES & REPORT CARD CONFERENCES

In order to keep families and students aware of the progress students make, grades are updated at least weekly and available to students and families online through the Family Portal on Powerschool. The online progress report shows all graded assignments a student has completed in each class as well as the student's current quarter grade for each course.

Families should expect to hear from a student's advisor regularly regarding their child's academic progress. Teachers, even those who are not the student's advisor, often communicate directly with families about the successes and struggles students are having in a particular class and/or outside of class. Additionally, it's common for families to hear from other school personnel regularly for a variety of reasons. Students and families should not hesitate to contact the school for any matter via phone and/or email.

Though students and families may log in to PowerSchool at any time to get a live update on academic performance, Boston Prep provides students and families with report cards four times a year - at the end of each quarter. In addition, all families are expected to attend regularly scheduled report card meetings.

STUDENT RECORDS POLICY

The Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records Regulations (collectively, "Student Record Laws") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's Principal.

RIGHT TO ACCESS

Generally, parents and eligible students have a right to access the student's education records. Parents or eligible students must submit a written request for access to the Principal. Access is generally provided within ten (10) days of a request.

A non-custodial parent is also eligible to obtain access to the student record, unless:

(1) The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation;
(2) The parent has been denied visitation;
(3) The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record; or
(4) There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of such a request, Boston Prep will immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access. Boston Prep will delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, Boston Prep will mark such records to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of such information, Boston Prep shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

RIGHT TO REQUEST AMENDMENTS

Parents and eligible students have a right to request amendments of the student's education records. Parents or eligible students should direct their request to the appropriate Principal, clearly identifying the part of the record they wish to have amended, and why.

CONSENT

Parents and eligible students have a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Student Record Laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to authorized school personnel, as the term is defined by the Student Record Laws. Such school personnel include professional, administrative and clerical team members who are employed by or under agreement with Boston Prep and who need access to a record in order to fulfill their duties. Boston Prep also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

Additionally, as required by federal law, Boston Prep routinely releases the name, address and telephone listing of high school students to military recruiters and to institutions of higher learning

upon request without the consent of the eligible student or parent. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Executive Director or his/her designee. Absent receipt of a written objection for the parent or eligible student by two weeks from the date of the notice, this information will be released without further notice or consent.

DIRECTORY INFORMATION

Another exception to the right to consent relates to directory information. Boston Prep may share directory information to third parties without the consent of parents or eligible students, unless the parent or eligible student requests that this information not be released within a reasonable period of time following the receipt of this Handbook. If a parent or eligible student wishes to opt out of the release of directory information, the parent or student should complete the form attached hereto as Appendix F to Boston Prep by the last school day in September of the current academic year.

Directory information that may be released to third parties includes a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

Boston Prep may share this directory information with mission-aligned partner organizations, including charter school advocacy organizations in Massachusetts. One purpose of this information sharing is to help keep families up to date regarding statewide issues that could impact charter public schools in Massachusetts, including but not limited to:

- Raising the charter cap to allow more students to attend charter schools;
- Protecting charter school funding from budget cuts; and
- Preventing rules and regulations from being passed that would make it hard for our schools to operate.

STUDENT RECORDS COMPLAINTS

Parents and eligible students have the right to file a complaint concerning alleged failures by Boston Prep to comply with the Student Record Laws. Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

GENERAL COMPLAINTS

Our goal at Boston Prep is to work together to hear and resolve any complaints. If a problem arises, the complainant should address the problem directly with the affected school team member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate school team member, a written request for a meeting with the School Principal (email: info@bostonprep.org) should be made. After reviewing the written statements by the team member and the complainant, as well as undertaking any additional investigation deemed necessary by the situation, the Principal will present a written decision to the complainant. If the situation has still not been resolved or the complainant

wishes to submit an appeal, a written request for a meeting with the Executive Director (email: info@bostonprep.org) should be made within 10 days of the School Principal's response. If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by M.G.L. c. 71, § 89(jj) and 603 CMR 1.10.

If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal written complaint with the Board of Trustees (email: boardoftrustees@bostonprep.org). After receiving the complaint, the Board must send a written response to the individual within 45 days per 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education per 603 CMR 1.10(4). A parent/guardian may file a complaint with DOE at any time if he or she believes that the school has violated any federal or state law or regulation per 603 CMR 1.10(6).

HEALTH & WELLNESS POLICIES & PROCEDURES

HEALTH & ILLNESS

Students should not come to school if they are ill. If school team members believe that a student needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual team member attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take the student home. Students with cold or COVID symptoms may be asked to wear a mask while in the building.

HOME & HOSPITAL SERVICES

When a student is ordered to remain at home or in a hospital due to a medical reason for 14 or more school days in a single year, the student and/or his/her parent/guardian must submit a written order from the student's physician to Boston Prep, which must include:

- the date the student was admitted to a hospital or was confined to home;
- the medical reason(s) for the confinement;
- the expected duration of the confinement; and
- what medical needs of the student should be considered in planning the home or hospital education services.

Additionally, the Principal of Boston Prep will ensure that educational services are provided to this student, at their home or in the hospital, for this time period, at a frequency sufficient to allow the student to continue his or her educational program. These services will be available to students as long as they do not interfere with the student's medical care. If a student in question is on an Individualized Educational Plan, the Principal will coordinate services with the Director of Support Services.

AVAILABILITY OF IN-SCHOOL PROGRAMS FOR PREGNANT STUDENTS

Students at Boston Prep who become pregnant may remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. After giving birth, students are permitted to return to the same academic and extracurricular program as before the leave. Boston Prep does not require a pregnant student to obtain the certification of a physician to be able to continue in school. Students who miss a substantial amount of school during their pregnancy or after delivery will be provided access to tutoring or other academic supports to ensure they do not fall substantially behind in their academic work.

REQUIRED FORMS

Massachusetts state law requires all students enrolling in a new school to have a physical examination before entering the school. Before the school year starts, all new and returning students must file the following forms with the school:

- Massachusetts School Health Record, which contains records showing that the student has: 1) had a physical exam in the twelve months prior to the student's application for enrollment; 2) up-to-date immunizations (including newly mandated flu vaccine for the current flu season); and 3) had screening for vision, hearing, and scoliosis;
- Authorization for Dispensing Medication in School Form, if a child must receive medication during the school day, which would contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian;
- Physician Information Release Form, which must be filled out and signed by a parent or guardian, so that the school may contact a student's physician in case of an emergency; and
- Office/Health Emergency Form, which provides important information about a student's emergency contacts, health care providers, and insurance, and, most importantly, gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.

MEDICATION ADMINISTRATION

Parents/guardians have the primary responsibility for the administration of medication to their children. The administration of medication to students during the regular school hours and during school related activities is discouraged unless necessary for the critical health and well-being of the student.

School personnel shall not administer to any student, nor shall any student possess or consume any prescription or non-prescription medication except after filing complete medication authorization information. The school nurse reviews the written authorization and consults with the parent/guardian or physician for additional information as necessary. The Medication Authorization Form and any subsequent changes thereto must include:

- The written permission of the student's physician who ordered the medication;
- The student's name, medication name, dosage, and date of order;
- Administration instructions (route, time or intervals, duration of prescription);
- The reason/intended effects and possible side effects of the medication; and
- The written permission of the student's parent/guardian.

Medication will be administered by the school nurse or a school administrator. Other certificated school personnel may also volunteer to assist in medication administration after given instructions/training by the nurse. The school nurse or administration retains the discretion to deny requests for administration of medication.

SELF-ADMINISTRATION

A student may self-administer medication at school and activities if so ordered by his/her medical provider. Daily documentation will be provided as described below for such health office supervised self-administration. For "as needed" medications such as those taken by students with asthma or allergies, the physician may also order that the student carry the medication on his or her person for his/her own discretionary use according to medical instructions when the student is off-campus for school related activities. However, no daily documentation will be possible if this is the case. Self-administration privileges may be withdrawn if a student exhibits behavior indicating lack of personal responsibility toward self or others with regards to medication.

APPROPRIATE CONTAINERS

Medication and refills must be provided in containers, which are:

- Prescription-labeled by a pharmacy or licensed prescriber displaying Rx number, student name, medication, dosage, and directions for administration, date and refill schedule and pharmacist name; and
- Manufacturer labeled non-prescription over-the-counter medication.

STOCK MEDICATIONS

Tylenol, Motrin, Benadryl, Tums, cough drops, saline eye drops, antibiotic ointment, and hydrocortisone anti-itch topical ointment, are kept in stock at school as a courtesy to students. However, the completed Medication Authorization Form, found in the Emergency/Medical packet, must be signed and returned in order to use these medications. In an emergency, a one-time dose may be given with phoned parent permission. A Medication Authorization Form will then be sent home for completion, and no further doses will be provided without the completed form on file.

STORAGE AND RECORD-KEEPING

Medication will be stored in a locked cabinet. Medication requiring refrigeration will be stored in a secure area. Please keep in mind that only a 30 day supply can be kept with the nurse. Each dose will be recorded in the student's individual health record. In the event a dose is not administered, the reason shall be entered in the record. Parents may be notified if indicated, and it shall be entered in the record. To assist in safe monitoring of side effects and/or intended effects of the treatment with medication, faculty may be informed regarding the medication plan. For long-term medication, written feedback may be provided at appropriate intervals or as requested by the licensed prescriber and/or parent/guardian.

DOCUMENTATION, CHANGES, RENEWALS, AND OTHER RESPONSIBILITIES

To facilitate required documentation, medical orders, changes in medical orders, and parent permissions may be faxed to the Boston Prep School Nurse. It is the responsibility of the parent/guardian to be sure that all medication orders and permissions are brought to school, refills provided when needed, and to inform the nurse of any significant changes in the student's health. Medication remaining at the end of the school year must be released to a parent/guardian or it will be discarded within one week. Every prescription order must be renewed each school year.

FIRST-AID PROVISION AND MEDICAL EMERGENCIES

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. In the event that a student requires emergency medical care, the student's parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each student's Office/Health Emergency Form, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached. This form must also be updated every year.

SCHOOL BREAKFAST AND LUNCH POLICY

All students enrolled at the school may participate in the School Breakfast Program and the National School Lunch Program, referred to as the Community Eligibility Program, at no charge. Household applications are not required to receive free meals, but applications may be distributed by the school to collect household income data for other programs that require this information. All students will be served breakfast and lunch at no charge.

WELLNESS POLICY

Boston Prep is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Boston Prep has, therefore, developed a Wellness Policy, approved by the Department of Elementary and Secondary Education and available upon request.

DRUG-FREE POLICY

Boston Prep is committed to maintaining a safe, healthy, drug-free, and tobacco-free school environment.

Massachusetts General Laws, Chapter 71, Section 37H prohibits the use of tobacco products, including vaping products, within school facilities, on school grounds, or on school buses by any individual, including school personnel.

The use, possession, distribution, or being under the influence of illegal drugs, controlled substances, marijuana/cannabis, or other prohibited substances is not permitted on school property or at any school-sponsored or school-related activity or event, regardless of whether the event occurs on or off school property. This includes, but is not limited to, athletic events, field trips, school-sponsored travel, dances, and other school activities.

These expectations apply to students and staff. Violations may result in disciplinary action in accordance with applicable Boston Prep policies and state and federal law.

EXTERNAL FOOD & DRINKS POLICY

Our food and drinks policy is designed to keep our community and resources safe. Keep in mind the following:

- **Access for All:** The school provides breakfast and lunch to all students. However, the school does not provide students with snacks.

- **When & Where:** Food and drinks should be consumed only at approved times: during breakfast and lunch. All drink and food must be consumed while seated at a designated eating area during a designated eating time. Food and drinks are not permitted in classrooms or hallways, with the exception of water bottles.

- **Protect Technology:** Food and drinks should not be near computers. We also ask that students be especially mindful when in science labs and/or art classrooms.

- **Food from Home:** Students who choose to bring food from home are strongly recommended to bring it when they arrive at school for the day. If food must be dropped off by a family member, it should arrive before the student's scheduled lunch period. If students receive food from a family member after their scheduled lunch period, they will be asked to wait until the end of the school day to eat, as eating is not permitted in classes and students won't be released from classes to eat. Given that all students have access to a free meal at Boston Prep, students who have not received their food by their lunch period are strongly encouraged to eat the school lunch.

- **Food Deliveries Prohibited:** Please note students may not receive food delivery directly from restaurants, receive food delivery services or carry around fast food containers during the school day. Any delivery attempts - paid or unpaid - will be rejected by the school staff. Funds lost to rejected deliveries will not be eligible for reimbursement by Boston Prep. Students will be asked to dispose of or store in their lockers any fast food items.

USDA NON-DISCRIMINATION STATEMENT

In accordance with Federal Civil Rights Law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

SAFETY & SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and faculty.

CLOSED CAMPUS

Under no circumstances are students allowed to leave the school building without permission. A student with permission to leave may only leave with the approval, and, in most instances, under the supervision of an authorized adult.

VISITORS

Visitors should schedule their visit at least 24 hours in advance via written communication to ensure it can be accommodated. Visitors are required to identify themselves at the front desk and check in using a license, passport, or ID upon arrival and remain in the front desk/vestibule area until retrieved by a Boston Prep staff member.

All visitors are required to be accompanied by a Boston Prep staff member throughout their visit, and must have their visitor pass visible at all times. While on campus, visitors should refrain from recording or photographing students and/or staff members without explicit permission from Boston Prep staff.

STUDENT SEARCHES

When appropriate and permitted by law, Boston Prep may conduct a search of a student's belongings. Student searches will take place in the presence of a school administrator and at least one other faculty member. When appropriate, all individuals present during the search will identify as the same gender as the student being searched. The parent(s) or guardian of a searched student will be notified as soon as practicable to inform them that a search has occurred. School lockers and desks, which are assigned to students for their use, remain the property of Boston Prep, and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time.

FIRE SAFETY AND EVACUATION PROCEDURES

In case of an emergency when we are in the building – if a student or faculty member sees fire or smells smoke—he or she should close the door and pull the fire alarm. Upon hearing the alarm, school faculty will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of faculty members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school faculty will line up students by class and take attendance.

Throughout the school year, students and faculty will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. A copy of the Evacuation Plan is available from the Principal upon a family's request.

SECURITY VIDEO RECORDINGS

At Boston Prep, the safety and security of our students, staff, and visitors are of utmost importance. To help maintain a safe environment, we utilize security cameras throughout our campus. This policy outlines the guidelines for the use, storage, and access to video recordings captured by these cameras.

Purpose and Scope: The purpose of the security camera system is to:

- Enhance the safety and security of students, staff, and visitors.
- Protect school property against theft, vandalism, and other unauthorized activities.
- Assist in the investigation of incidents occurring on school premises.

This policy applies to all video recordings captured by security cameras on Boston Prep property.

Placement of Cameras

- Security cameras are strategically placed in public areas on campus, including entrances, hallways, common areas, parking lots, and exterior perimeters.
- Cameras are not installed in private areas such as restrooms, locker rooms, or private offices where individuals have a reasonable expectation of privacy.

Recording and Storage

- Security cameras operate continuously, recording video footage 24/7.
- Recorded footage is stored securely on authorized cloud-based storage systems for a period of up to 30 days, after which it will be automatically deleted unless retained for investigative purposes.
- In certain cases, recordings may be retained longer if required for legal or administrative reasons.

Access and Use

- Access to video recordings is strictly controlled and limited to authorized personnel, including school administrators, security staff, and IT personnel responsible for managing the system.
- Video recordings will be reviewed and used only for legitimate purposes, such as investigating incidents, ensuring compliance with school policies, or responding to security threats.
- Video recordings may be shared with law enforcement or other authorities as required by law or in the case of an investigation.

Privacy and Confidentiality

- The privacy and confidentiality of individuals captured on video recordings are respected at all times.

- Video footage will not be used for purposes unrelated to security or incident investigations, such as monitoring employee performance or evaluating student behavior, unless directly related to a security concern.

Policy Violations

- Unauthorized access to, tampering with, or misuse of the security camera system or video recordings is strictly prohibited and may result in disciplinary action.

This policy will be reviewed regularly and updated as necessary to reflect changes in technology, legal requirements, or school needs. By adhering to this policy, Boston Prep ensures that our security camera system is used responsibly and effectively to maintain a safe and secure environment for all members of our school community.

VEHICLE IDLING POLICY

Operators of school buses and personal motor vehicles, including students, faculty, and visitors, are prohibited from idling such vehicles on school grounds.

WEATHER-RELATED SCHOOL CLOSING POLICY

In the event of inclement weather, Boston Prep will make a decision about if it is needed to cancel school. Boston Prep follows the exact same cancellation policies as Boston Public Schools, so if the Boston Public Schools (BPS) are closed, so is Boston Prep. All decisions regarding weather-related days will be shared with families via email, phone call, and text message and will be shared on social media

ANNUAL ASBESTOS NOTIFICATION LETTER

For School Year 2026-2027
Date: September 2024

Dear Staff, Guardians and Students:

Boston Prep has no asbestos containing building materials (ACBM) in its building located on 885 River Street in Hyde Park, MA. A copy of our district's Asbestos Management Plan is available in each school and at the main administrative office during regular school hours. Inquiries regarding the management of asbestos-containing materials in our schools should be directed to our district's AHERA Designated Person, Tyler Martin who can be reached at Boston Prep (885 River Street), and tmartin@bostonprep.org or 617-333-6688x444.

ANTI-HAZING POLICY

Pursuant to M.G.L. c. 269, §§ 17, 18, and 19, included below, hazing is prohibited at Boston Prep. Hazing means 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.

All Boston Prep student groups, including varsity sports teams, must comply with this policy and the Massachusetts anti-hazing law. The law also requires anyone who knows that another person is the victim of hazing to report such an incident to an appropriate law enforcement official as soon as possible and provides criminal penalties for failure to do so. The consent of the victim will not be considered an acceptable excuse for hazing behavior. Anyone at Boston Prep, student or staff, who witnesses an act of hazing will be expected to immediately report it to the School Principal, Dean of Students or Assistant Principal. Staff involved in hazing will face immediate dismissal. Students involved in hazing will face consequences according to the Code of Conduct. All incidents of hazing will also be promptly reported to the local police.

BULLYING PREVENTION & INTERVENTION PLAN

Bullying is prohibited at Boston Prep. Boston Prep is committed to proactively implementing strategies to prevent bullying and promptly and effectively addressing bullying if it does occur. Accordingly, Boston Prep has developed a Bullying Prevention and Intervention Plan, a complete copy of which is attached hereto as Appendix B.

PHYSICAL RESTRAINT POLICY

Boston Prep believes that all students have the right to a safe and secure environment when they attend school. Accordingly, it has developed a policy and procedures that prohibit the use of physical restraint, except as a last resort in emergency situations when it is used with extreme caution. The policy and procedures, which are attached in their entirety hereto as Appendix C ("Restraint Prevention and Behavior Support Policy and Procedures"), do not limit the protections afforded to students under other state or federal laws, nor do they preclude any teacher, employee, or agent of Boston Prep from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm, as permitted by this Policy and Massachusetts law.

TEEN DATING VIOLENCE POLICY

Boston Prep does not tolerate teen dating violence. Teen dating violence may include physical, sexual, psychological, or emotional violence within a dating relationship, including conduct that occurs in person or electronically.

Warning signs may include unexplained injuries, fear of a dating partner, isolation from friends or family, controlling or possessive behavior, or significant changes in mood or behavior. Students are encouraged to report alleged dating violence to a school administrator or other staff member. Reports will be addressed as appropriate, with consideration given to student safety, confidentiality, and applicable legal requirements. Teen dating violence is prohibited under the District's discipline code. Appropriate school-based interventions and disciplinary action may be taken in accordance with applicable law and District policies.

STUDENT TRANSPORTATION

The school will contract private bus service, provided by Local Motion, for eligible sixth grade students - those students who live 1.5 miles or more away from the school - as well as students with

special needs in all grades whose Individualized Education Plan (IEP) calls for door-to-door transportation services. All other students must arrive at school on public transportation or via private transportation. A monthly student MBTA pass is available for all seventh and eighth grade students and high school students who are residents of Boston.

School-provided buses are a form of school-sponsored transportation. Therefore, the terms of this Handbook, including the Code of Conduct, apply during transportation. A student who engages in Prohibited Conduct during transportation may result in the loss of bus privileges for the entire school year.

All questions, comments, or concerns regarding Boston Prep's student transportation services should be directed to the Family Operations Manager.

SAFETY ON SCHOOL BUS POLICY

The rules and policies of Boston Prep apply not only within the confines of the school walls, but on the bus as well. Students are expected to meet the same high expectations for behavior on the bus as they are in school. Any behavior or activity that jeopardizes the safety of other students or the operation of the bus is prohibited. The Boston Prep Student Code of Conduct applies to school bus transportation for field trips as well. Students who take the school bus or the MBTA are expected to act responsibly and respectfully in transit to and from school. All school rules apply on the bus, at the bus stops and while the bus is in transit; this includes the MBTA. Students who ride the MBTA are additionally subject to the rules and policies that govern the MBTA. Students who do not follow procedures on the MBTA may have their M-7 card deactivated.

If a student is suspended from the bus, a child's parents/guardians will be responsible for transporting him/her to and from school. All students will be expected to be at school if suspended from the bus. Should a student earn more than 3 bus suspensions, he/she will lose bus privileges for the year, and his/her parent/guardian must provide transportation for the student to and from school each day.

Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case by case basis. Student expectations are:

- Students must keep hands, feet and all other body parts inside of the window.
- Students may not at any time throw any objects on the bus.
- Inappropriate language or gestures are not permitted at any time on the bus.
- Students must follow the driver's directions at all times.
- Students must respect the bus monitor and the bus monitor's directions at all times.
- Students must remain seated at all times while the bus is in motion.
- Students may not eat, drink, or chew gum on the bus.
- Students are expected to keep the bus neat or clean.
- Students are expected to maintain a respectful volume on the bus. (Yelling and screaming are at no time permitted except for in case of emergency)

School based consequences such as detentions and suspensions may be applied for any bus infractions if necessary. More serious behavior (i.e. fighting) will be investigated and consequences will be given out just as if the incident happened on school grounds. Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case by case basis.

ANTI-DISCRIMINATION

Our mission statement reflects our value of empowering students of all backgrounds to achieve their full potential. Accordingly, Boston Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, genetic history, military status, marital status, homelessness, or any other classification protected by law ("Protected Characteristics"), in accordance with all state and federal laws.

TITLE IX

Boston Prep does not discriminate on the basis of sex in the educational program or activity which it operates and is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. This requirement not to discriminate in such a manner extends to employment in and admission to Boston Prep. Inquiries concerning the application of Title IX to Boston Prep may be referred to the Assistant Principals or to the Assistant Secretary for Civil Rights of the United States Department of Education.

SECTION 504

Boston Prep does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") in the admission or access to, or treatment or employment in, its program or activity.

DISCRIMINATORY HARASSMENT

Boston Prep expects all members of the school community to conduct themselves in an appropriate and professional manner. Boston Prep is committed to equal employment and educational opportunity for all applicants, employees, students, and members of the school community without regard to Protected Characteristics in all aspects of employment and education. Boston Prep is also committed to maintain a school and work environment that is free from harassment based on Protected Characteristics ("Discriminatory Harassment"). Discriminatory Harassment in any form, including sexual harassment, is unlawful and will not be tolerated.

Discriminatory Harassment occurs when a student's or an adult's behavior or inappropriate language creates a hostile, offensive, or intimidating school environment. A single incident, depending on its severity, may constitute illegal harassment. A hostile, offensive, or intimidating school environment may be created by the following:

(1) Degrading, demeaning, insulting, or abusive verbal statements, or writings of a sexual or racial nature, or related to a student's race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability;
(2) Graffiti, slogans, or other visual displays which contain racial, ethnic, or religious slurs or

insults based on the student's gender, gender identity, sexual orientation, or disability;

(3) Treatment of a student in a more or less favorable way because the student submitted to or rejected sexual advances or requests for a social relationship; and

(4) Unwelcome sexual advances, including same-gender harassment.

Retaliation against an individual who has complained about Discriminatory Harassment or who has cooperated with an investigation of a Discriminatory Harassment complaint is similarly unlawful and will not be tolerated.

GRIEVANCE PROCEDURE FOR REPORTING DISCRIMINATION & HARASSMENT

All supervisory personnel within Boston Prep are responsible for eliminating any and all forms of discrimination and harassment of which they are aware. While Boston Prep encourages individuals who believe they are suffering from discrimination or harassment to firmly and promptly notify the offender that his or her behavior is unwelcome, Boston Prep also recognizes that power and status disparities between an alleged person engaging in discriminatory or harassing behavior and a target may make such a confrontation impossible. In the event that such informal, direct communication between individuals is either ineffective or impossible, a student should direct his or her concerns to a team member of Boston Prep with whom he or she is comfortable. This report may be made orally or in writing. The team member receiving the complaint will direct the report to the Executive Director or his/her designee who will handle the complaint; when appropriate, the Executive Director or his/her designee will handle the complaint in consultation with the Board.

Upon receiving a complaint, Boston Prep will promptly investigate the allegation in an impartial and thorough manner. The identity of individuals who report discriminatory harassment, alleged victims, witnesses, and the alleged harassers, and all information obtained during an investigation, will be kept confidential to the extent possible, consistent with a thorough and impartial investigation and with relevant legal requirements, including student record laws.

Typical steps in an investigation include, but are not limited to, separate interviews with those involved, putting statements from each party in writing, identifying and questioning witnesses, and other appropriate actions.

If it is determined that harassment has occurred, Boston Prep will act promptly to stop the offending conduct and ensure that it is not repeated. Where appropriate, Boston Prep will impose disciplinary action, up to and including suspension or expulsion.

APPENDIX A: SEXUAL HARASSMENT/TITLE IX POLICY

Introduction

Title IX of the Education Amendments Act of 1972 and various state and federal laws protect all students and school employees from sex-based harassment that occurs during an educational activity, regardless of the sex of the parties. In school systems, sexual harassment may cross many lines, and may involve staff member and staff member, staff member and student, student and student, third party and staff member, or third party and student. All students and school employees can experience sex-based harassment, including male and female students/employees, students/employees with disabilities, and students/employees of different races, national origins, and ages.

Any person who believes that a student, teacher, administrator, other school personnel or third party has engaged in conduct prohibited by this policy, whether such conduct has been directed at him/her/them or some other person, should report the alleged prohibited conduct as soon as possible to the appropriate Boston Prep ("Boston Prep") official (as designated by this policy) verbally or in writing. Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different Boston Prep employee than the one designated in this policy.

Policy Statement

Boston Prep does not discriminate against individuals on the basis of sex, or any other category protected by state and federal law, in the administration of its educational and employment policies, and in its administered programs and activities, and provides equal access to all designated youth groups. Boston Prep is committed to maintaining an educational and work environment free from all forms of discrimination, including sexual harassment and retaliation.

Goals

Boston Prep is committed to providing equal educational opportunities and a safe learning and workplace environment free from discrimination, including sexual harassment and retaliation. Boston Prep will not tolerate any form of discrimination, including sexual harassment and retaliation, within the school community. Boston Prep will promptly and fairly investigate and respond to all allegations and complaints of sexual harassment and retaliation. During the investigation process, Boston Prep will provide equitable treatment to complainants and respondents, ensure objective evaluation of all relevant evidence, and designate investigators and decision makers who are free from bias or conflict of interest. Following an investigation where it is determined that sexual harassment has occurred, Boston Prep will take prompt, appropriate disciplinary, corrective and remedial measures necessary to ensure a safe and equitable learning and workplace environment for all school community members.

Definitions

Title IX identifies three separate types of conduct that would constitute "sexual harassment":

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
- Examples of unwelcome conduct that may establish a hostile environment include but are not limited to unwelcome sexual advances; requests for sexual favors; verbal, nonverbal or physical conduct of a sexual nature; sex discrimination; threats of violence; and/or physical assault.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of Boston Prep, except that this standard is not met when the only official of Boston Prep with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever Boston Prep has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

"Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Deliberate indifference" means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

"Emergency removal" means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes Boston Prep from removing a respondent from Boston Prep's education program or activity on an emergency basis, provided that Boston Prep follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant (or the complainant's parent or guardian if the complainant is a student) or signed by the Title IX Coordinator alleging sexual harassment and requesting that Boston Prep investigate the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Boston Prep must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Application of Title IX/Sexual Harassment Policy

To be covered by Title IX, the sexual harassment must have occurred in the school's education program or activity and the complainant must have been participating in or attempting to participate in an education program or activity at the school at the time the complaint is filed. The complainant must also have been in the United States when the conduct occurred.
Boston Prep will investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the Boston Prep exercises substantial control, in accordance with this policy and in a way that is not deliberately indifferent.

While Title IX covers the above-described definition of "sexual harassment", Boston Prep recognizes that the Title IX standard does not capture all conduct that amounts to sexual harassment under school policy and other state and federal laws. Therefore, while Boston Prep prohibits "sexual harassment" as defined by Title IX, it also prohibits sexually harassing conduct that may fall outside of Title IX's definition and includes other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to students or employees.

If Boston Prep determines that the alleged conduct falls outside of Title IX's scope but still constitutes sexual harassment under other school policies, Boston Prep will implement appropriate remedial and/or disciplinary action in accordance with those policies.

Please note that incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Boston Prep will also comply with all legal requirements governing the

reporting of suspected cases of child abuse and criminal violations to the appropriate authorities, including the Department of Children and Families.

Complaint and Reporting Process:
For allegations of sex-based discrimination, including sexual harassment, sexual violence, and gender-based harassment by a Boston Prep employee or volunteer, another student at Boston Prep or a third party, immediately report the incident to Boston Prep's Title IX Coordinator and /or the Principal of your school building. The Title IX Coordinator's contact information is as follows: Courtney McColgan (cmccolgan@bostonprep.org).

Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different Boston Prep employee than the one designated in this policy.

Upon receiving actual notice of alleged sexual harassment, all non-student members of the Boston Prep community (including Boston Prep board members, administration, faculty, staff, volunteers in schools and/or parties contracted to perform work for Boston Prep, subject to school authority) must notify the Title IX coordinator as soon as practicable, but no later than 24 hours after becoming aware of the incident. Failure to comply with this mandatory reporting requirement or this Protocol may lead to disciplinary action.

The Title IX coordinator, and/or designated school administrator and/or employee, must then contact the complainant within two days of receiving the complaint and do the following:

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

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead Boston Prep to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require Boston Prep to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference. If a formal complaint is not made, Boston Prep may still investigate the report of sexual harassment in accordance with its Non-Discrimination Policy, taking the complainant's wishes into consideration.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by Boston Prep.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of Boston Prep. Additionally, Boston Prep has discretion to dismiss a formal complaint where the passage of time would result in Boston Prep's inability to gather evidence sufficient to reach a determination regarding responsibility, or when Boston Prep loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by Boston Prep).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in Boston Prep's education program or activity, or did not occur against a person in the United States, then Boston Prep must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. Boston Prep will send written notice of any dismissal.

Written Notice of Formal Complaint

Upon receiving a formal complaint of sexual harassment, Boston Prep will provide the complainant and the respondent written notice of the allegations, the grievance process, the appeal process, available supportive measures, and possible disciplinary sanctions and remedies. The written notice will also include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the Boston Prep's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, and only after a formal complaint has been filed and written notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Participation in an informal resolution process may only occur where both parties give voluntary, informed, written consent to attempt informal resolution, and either party has the right to withdraw from the informal process at any time. The informal complaint option is not available for reports of employee-on-student sexual harassment; in this context a formal investigation is required. Where an informal resolution process is agreed to, it will be facilitated by a facilitator designated by the Title IX coordinator who does not have a conflict of

interest and/or bias for or against complainants or respondents and who has received proper training.

Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures and decline informal resolution at any step in the process, even if informal resolution has already begun.

If the parties are not satisfied with the resolution from the informal process, or if he/she/they do not choose informal resolution, then he/she/they can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

All formal complaints will require a full investigation in accordance with the Title IX grievance process. For formal complaints of sexual harassment, the investigator will conduct and complete a thorough and impartial investigation into the reported conduct within a reasonably prompt timeframe, with delays for good cause only. Good faith efforts will be made to complete the investigation within 15 school days of the initiation of the formal complaint, except for good cause, as documented in the investigation file. Where feasible, the formal process will be completed within a ninety (90) day timeframe from the date a formal complaint is filed with Boston Prep. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Gathering Evidence

The investigation will include personal interviews with the complainant(s), the individual(s) against whom the complaint is filed, and others who have knowledge of the alleged incident(s) or circumstance(s) giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator, including but not limited to gathering physical evidence. The investigator will find facts and making determinations related to credibility, all of which will be incorporated into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Boston Prep will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

For Title IX purposes, if a student requests that his/her/their name not be revealed to the alleged perpetrator, honoring the request may limit Boston Prep's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. Title IX includes protections against retaliation, including retaliatory actions taken by the school and school officials, and school officials will not only take steps to prevent retaliation but will also take strong responsive action if it occurs. Confidentiality concerns should be brought to the attention of the Title IX

Coordinator, whose contact information is provided above, and/or the Principal of your school building.

Boston Prep has the burden of gathering the evidence, not the parties. However, parties may gather and present evidence of their own. All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation.

All parties whose participation is invited or expected will be provided with written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

All parties will be provided with the opportunity to be accompanied to any related meeting, interview or proceeding by an advisor of their choice, who may be, but is not required to be, an attorney.

Boston Prep will not require, allow or rely upon privileged information, unless privilege is waived in writing by the holder.

All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation. Prior to completion of the investigative report, Boston Prep will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) days to submit a written response to the evidence, which the investigator will consider prior to completion of the investigative report.

Investigative Report & Written Questions

Upon its completion, the parties will be provided with a copy of the investigative report for their review and, if desired, written response. Written responses from the parties will be required within ten (10) days of receipt of the investigative report and will be incorporated into the investigative report.

After the parties' responses to the investigative report, if any, have been incorporated into the investigative report, but prior to reaching a determination regarding responsibilities, the decision-maker(s) – who will not be the same person(s) as the investigator and/or Title IX coordinator – will afford each party the opportunity to submit written questions for the other parties and witnesses to answer, provide each party with the answers, and allow for additional, limited follow-up questions from each party. If any questions are determined not to be relevant, the decision-maker may exclude the questions and will explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Written Determination & Standard of Evidence

After this process, the decision-maker will issue a written determination simultaneously to the parties regarding whether sexual harassment has occurred using a preponderance of the evidence standard,

as it does for all conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanctions. Resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, Boston Prep will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, etc.;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the recipient's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- Boston Prep's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Disciplinary Action, Corrective Action, and Remedial Measures

If the respondent is ultimately found responsible, the complainant will be made aware of any sanctions imposed on the respondent that directly relate to the complainant. The respondent will not be notified of individual remedies offered or provided to the complainant. If the respondent is ultimately found responsible, Boston Prep will effectively implement remedies for the respondent, complainant and where appropriate, for the broader student population. The remedies will be designed to restore or preserve equal access to the educational program or activity for a complainant, end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Remedies may include, but are not limited to, disciplinary sanctions against the respondent, up to an including termination and/or expulsion, counseling for the respondent, an escort for the complainant, ensuring that complainant and respondent do not share classes or extracurricular activities, providing comprehensive victim services, training or retraining school employees, changes to Boston Prep's policies and/or services, etc. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit Boston Prep from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeal Process

Parties may appeal the decision issued as a result of the investigation, or from Boston Prep's dismissal for a formal complaint or any allegations therein, within 15 school days of receipt of the findings of the formal procedure or a dismissal. The decision-maker(s) for the appeal will not be the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), and/or the Title IX Coordinator. Parties may appeal on the basis of procedural deficiencies; bias or conflict of interest; newly discovered evidence; and/or other good cause.

Boston Prep will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The appeal decision-maker will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Training

Boston Prep will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Boston Prep will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

Boston Prep also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on Boston Prep's website.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and Boston Prep staff will document the basis for Boston Prep's conclusion that its response was not deliberately indifferent.

Referral to Law Enforcement, Other Agencies

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

Retaliation

Retaliation against an individual who has brought good faith allegations of sexual harassment to the attention of Boston Prep or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Boston Prep. If a student/employee believes that he/she/they has/have been retaliated against in connection with any good-faith report of inappropriate conduct or harassment, the student/employee should immediately report such conduct to the Title IX Coordinator and/or Principal of your school building. The Title IX Coordinator and/or designee will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

In addition to the above, if you believe you have been subjected to unlawful harassment and/or retaliation you may file a complaint with either or both of the following local government agencies. Each of the agencies has a short time period for filing a claim.

United States Equal Employment Opportunity Commission,
JFK Federal Building,
475 Government Center
Boston, Massachusetts, 02203
800-669-4000

Massachusetts Commission Against Discrimination,
Boston office at One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108,
617-994-6000

Office of Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02129
(617) 289-0111

You may also file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel.

APPENDIX B: BULLYING PREVENTION & INTERVENTION PLAN

I. LEADERSHIP

Leadership at Boston Preparatory Charter Public School will play a critical role in developing and implementing Bullying Prevention and Intervention Plans ("the Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students and staff to be civil to one another and promoting understanding of and respect for diversity and difference. The Leadership team should include, but is not limited to the following: Executive Director, Principal, and the Assistant Principals. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. Leaders will work to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan will be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation will include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Teachers, school staff, professional support personnel, school volunteers and administrators will review the plan before each school year begins and will provide feedback to leadership. Community representatives and local law enforcement agencies will be given notice and a deadline for providing feedback to Boston Prep leadership. Students, parents and guardians will be notified of the draft plan and will be given an opportunity to provide feedback to the Executive Director or Principal or their designees.

B. Assessing needs and resources. The Plan will be our blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula and training programs. This "mapping" process will assist us in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

   The Principal of Boston Prep will work with the Assistant Principal to conduct a needs assessment using the following techniques: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Needs assessment analysis will be conducted through leadership team meetings in the spring and early summer, allowing the team adequate time to respond to the data and implement new strategies before the next school year. The Executive Director, Principal and the Assistant Principal or their designees will take ownership of conducting and responding to this needs assessment.

C. Planning and oversight. Responsibility for various aspects of the Plan will be taken by the following members of the leadership team:

Executive Director or designee	Principal or designee	Assistant Principal or designee
developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; and leading the parent or family engagement efforts and drafting parent information materials.	receiving reports on bullying; planning for the ongoing professional development that is required by the law; planning supports that respond to the needs of targets and aggressors; choosing and implementing the curricula that the school or district will use; amending student and staff handbooks and codes of conduct; and reviewing and updating the Plan each year, or more frequently.	collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; and creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors.

D. Priority statement

Boston Preparatory Charter Public School prepares students to succeed in 4-year college and embody, in thought and action, lifelong ethical growth An environment structured around scholarship and personal growth will cultivate students' virtues of courage, compassion, integrity, perseverance, and respect. 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.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Under M.G.L. c. 71, § 37O we are required to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual staff training on the Plan. During August staff orientation, Boston Prep will provide annual training for all school staff on the Plan, which will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff

members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide professional development will be informed by research and will include information on:

(i) developmentally (or age-) appropriate strategies to prevent bullying;
(ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
(iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
(iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
(v) information on the incidence and nature of cyberbullying; and
(vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

C. Written notice to staff. The leadership team will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the employee handbook.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The following sections outline strategies we will use to provide support and services necessary to meet those needs.

A. Identifying resources. Annually, the leadership team will review the current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the team will develop recommendations and action steps to fill resource and service gaps for the upcoming year. These recommendations may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.

B. Counseling and other services. Counseling will be provided by contracted licensed professionals. When necessary, the leadership team will build partnerships with community based organizations to provide culturally and linguistically appropriate resources. Principal, along with counselors or other staff members, will develop safety plans for students who have been targets of bullying or retaliation. As the need arises, the school will provide social skills programs to prevent bullying and will also offer education and/or intervention services for students exhibiting bullying behaviors. In addition, the leadership team may consider using tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Other students who may be at risk. Boston Prep recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Boston Prep staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

E. Referral to outside services. When the leadership team, with the guidance of licensed professionals, determines that school resources are insufficient to address a specific bullying situation, students and families may be referred to outside services. Referrals will comply with relevant laws and policies.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Age-appropriate instruction on bullying prevention in each grade will be incorporated into the school's Ethics curriculum. The curriculum will be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness staff or other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

The Plan will be reviewed with students during Ethics classes annually in September.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

The following outlines the procedure at Boston Prep for reporting and responding to bullying and retaliation.

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to a Principal or designee or to the Executive Director or designee when the Principal is the alleged aggressor or to the Board or designee when the Executive Director is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. A variety of reporting resources are available to the school community including, but not limited to, an Incident Reporting Form,[1] a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. Boston Prep will: 1) include a copy of the Incident Reporting Form in the Family Handbook distributed to students and parents or guardians at the beginning of the year; 2) include a copy of it in the staff handbook distributed to all staff members in August; 3) make it available in the school's main office, the Dean's office, and other locations determined by the leadership team; and 4) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the leadership team will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of the policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal, will be incorporated in student and staff handbooks, on the school website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff A staff member will report immediately to a Principal[2] or designee , or the Executive Director or designee when the Principal is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to a Principal does not limit the authority of the staff member to respond to behavioral or

[1] See Attachment 1 for Incident Reporting Form.

[2] The Principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Principal or the assistant Principal as the alleged aggressor. In such cases, the Executive Director or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Executive Director is the alleged aggressor, the Board of Directors or its designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

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disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others. The school expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to a Principal or designee , or the Executive Director or designee when the Principal is the alleged aggressor,. Reports may be made anonymously, 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 will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with a Principal.

B. Responding to a report of bullying or retaliation.

1. Safety Before fully investigating the allegations of bullying or retaliation, and during and after the investigation, the Principal 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, and to protect from bullying or retaliation any individual who reports/reported the bullying or retaliation, provides/provided information during the investigation or bullying or retaliation, or witnessed or has reliable information about the act of bullying or retaliation. Responses to promote safety and strategies to protect other individuals from bullying or retaliation 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; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

2. Obligations to Notify Others

a. Notice to parents or guardians**.** Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the staff member who is the alleged aggressor, the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or

designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal or designee will, consistent with the Plan and with applicable school policies and procedures, consult with other members of the leadership team.

C. Investigation. The Principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved, and/or information related to the staff member involved. Investigations into allegations of bullying will be documented in writing and provided to the relevant stakeholders.

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee 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 Principal or other staff members as determined by the Principal, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

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

D. Determinations. The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee 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. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee 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. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee 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.

Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law and Boston Prep' policies and procedures.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building. Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

    - offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
    - providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
    - implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
    - meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
    - adopting behavioral plans to include a focus on developing specific social skills; and
    - making a referral for evaluation.

2. Taking Disciplinary Action. If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's Code of Conduct.

    Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

    Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law and Boston Prep' policies and procedures.

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

3. Promoting Safety for the Target and Others. The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

    Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

Boston Prep seeks to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law

requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including:

A. Parent education and resources. The school will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. Topics will include, but are not limited to, the following: (i) how parents and guardians can reinforce the curricula at home and support the school plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. The programs will be offered in collaboration with the Parent Committee.

B. Notification requirements. Each year Boston Prep will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Boston Prep will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include 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.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student or member of the school staff including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the school staff 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

v. 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. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Attachment 1: Bullying Incident Report Form

1. **Name of Reporter/Person Filing the Report:**
_____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the
basis of an anonymous report.)

2. **Check whether you are the: ___ Target of the behavior ___ Reporter (not the target)**

3. **Check whether you are a(n): ___ Student ___ Staff member (specify role)**
_____

___ Parent ___ Administrator ___ Other (specify) _____

Your contact information/telephone number:_____

4. **If student, state your school: _____ Grade:**
_____

5. **If staff member, state your school or work site:**
_____

6. **Information about the Incident:**

Name of Target (of behavior):
_____

Name of Aggressor (Person who engaged in the behavior)**:**
_____

Date(s) of Incident(s):
_____

Time When Incident(s) Occurred:
_____

Location of Incident(s) (Be as specific as possible)**:**
_____

7. **Witnesses** (List people who saw the incident or have information about it)**:**

Name: _____ • Student • Staff • Other
_____

Name: _____ • Student • Staff • Other
_____

Name: _____ • Student • Staff • Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ **Date:** _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

II. INVESTIGATION

Investigator(s):_____

Position(s):_____

Interviews:

□ Interviewed aggressor **Name:** _____ **Date:** _____

□ Interviewed target **Name:** _____ **Date:** _____

□ Interviewed witnesses **Name:** _____ **Date:** _____

Name: _____ **Date:** _____

Any prior documented Incidents by the aggressor? □ Yes □ No

If yes, have incidents involved target or target group previously? □ Yes □ No

Any previous incidents with findings of BULLYING, RETALIATION □ Yes □ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. **Finding of bullying or retaliation:**
   - **□ YES** **□ NO**
   - **□ Bullying** **□ Incident documented as** _____
   - **□ Retaliation** **□ Discipline referral only**_____
2. **Contacts:**

□ **Target's parent/guardian Date:**_____ □ **Aggressor's parent/guardian Date:** _____

□ **Law Enforcement Date:** _____ [ADD IN CONTACT STAFF MEMBER]

3. **Action Taken:**

□ **Suspension** □ **Education** □ **Support Services or Counseling Referral**

□ **Community Service** □ **Other** _____

4. **Describe Safety Planning:**

_____

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____
Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Executive Director: Date_____
Report forwarded to Associate Dean: Date_____

Signature and Title: _____ **Date:** _____

APPENDIX C: RESTRAINT PREVENTION & BEHAVIOR SUPPORT POLICIES & PROCEDURES

RESTRAINT POLICY OVERVIEW

Boston Preparatory Charter School ("Boston Prep") believes that all students have the right to a safe and secure environment when they attend school. Accordingly, the following policy (the "Policy") applies to Boston Prep, pursuant to the Massachusetts Department of Elementary and Secondary Education (the "Department") restraint regulations, 603 CMR 46.00 et seq. (the "Regulations"), which provide that physical restraint shall be used only as a last resort in emergency situations and with extreme caution. This policy shall not limit the protection afforded to students under other state or federal laws, nor should it preclude any teacher, employee, or agent of Boston Prep from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm, as permitted by this Policy and Massachusetts law.

The Executive Director will serve as the "Principal" for the purpose of effectuating the Regulations and this Policy. The Executive Director may appoint a designee to carry out the responsibilities assigned to him or her by this Policy and the Regulations.

METHODS AND CONDITIONS FOR IMPLEMENTATION

Training. Only school personnel who have received "in-depth" or "basic" training in accordance with this Policy may administer physical restraint on students in accordance with this Policy.

In-Depth Training. At the beginning of each school year, the Executive Director or his/her designee shall identify staff members who will act as a school-wide resource, in order to assist with the proper administration of physical restraint. Those persons identified by the Executive Director or his/her designee must participate in an in-depth training regarding the use of physical restraint, in accordance with Massachusetts law. The in-depth training will be competency-based, and will be at least sixteen (16) hours in duration. Those persons who participate in the in-depth training should participate in one refresher training course annually.

Basic Training. All staff members will receive basic training on the use of physical restraint in accordance with Massachusetts law. All staff members must receive this training within the first month of each school year, except staff members hired after the school year begins, who will receive training within one month of their employment start date.

The content of these training programs are described below.

***Mechanical Restraint, Medication Restraint, Prone Restraint, and Seclusion Prohibited*.**

"Mechanical restraint," which means the use of any device or equipment to restrict a student's freedom of movement, is expressly prohibited. Similarly, "medication restraint," which means the administration of medication for the purpose of temporarily controlling a student's behavior, is also expressly prohibited. The use of medication which is prescribed by a physician and authorized by the student's parents for use in the school setting is not medication restraint.

"Prone restraint," which is a type of physical restraint whereby the student is placed face down on a surface and physical pressure is applied to the student's body in an effort to keep the student in the face-down position, is also prohibited at Boston Prep.

"Seclusion," which is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, is expressly prohibited. However, the use of a "time-out," which is a behavioral support strategy used to calm a student by temporarily separating the student from the learning activity or the classroom, is permitted under certain circumstances in accordance with this Policy and Massachusetts law.

Administration of Physical Restraint

When the Use of Physical Restraint is Permitted. Physical restraint, which is the use of direct physical contact to prevent or significantly restrict a student's freedom of movement, may only be executed in accordance with Massachusetts law and this Policy. The use of physical restraint is prohibited unless:

(a) The student's behavior poses a threat of assault or imminent, serious, physical harm to him or herself or others; and
(b) The student does not respond to verbal directives, or other lawful, less intrusive, or non-physical alternatives have failed or been deemed inappropriate.

Physical restraint is an emergency procedure that should only be administered as a last resort, when the above criteria are met. Physical restraint shall never be used:

(a) As a means of discipline or punishment;
(b) When the student cannot be safely restrained because restraint is medically contraindicated;
(c) As a response to property destruction, disruption of a school order, a student's failure to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
(d) As a standard response for any individual student.

When possible, an adult who is not involved in the administration of physical restraint shall witness the administration of physical restraint.

Extent of Restraint Permitted. When deemed necessary and lawful to administer physical restraint, the administrator of the restraint (the "Restrainer") must limit restraint to such reasonable force as is necessary to protect the student, staff, and other persons from assault or imminent, serious physical injury or harm. The Restrainer must discontinue the use of physical restraint upon the earliest of:

(a) A determination that the student is no longer an immediate danger to himself or herself or others;
(b) An indication by the student that he or she is having difficulty breathing; or
(c) An observation that the student is in significant physical distress.

If the Restrainer deems it necessary to physically restrain a student for more than 20 minutes, a staff member must obtain approval from the Executive Director or his/her designee before continuing the restraint beyond 20 minutes. The Executive Director or his/her designee must base this approval on the student's continued agitation during the physical restraint justifying the need for continued physical restraint.

Safety of the Student During Physical Restraint. Physical restraint must be administered using the safest method available and appropriate in the situation, in a way that prevents or minimizes physical harm to the student. The Restrainer shall not administer physical restraint in such a way that prevents the student from breathing

or speaking. For the duration of the physical restraint, the Restrainer, or another staff member, must monitor the physical status of the student, including skin temperature, skin color, and respiration. A member of the staff must review and consider any known medical or psychological limitations of the student being restrained, including, but not limited to, known or suspected trauma history or behavioral intervention plans.

REPORTING AND FOLLOW-UP PROCEDURES

Reporting Procedures. After the use of any physical restraint, the Restrainer shall:

(a) Verbally inform the Executive Director or his/her designee of the restraint as soon as possible; and
(b) Provide the Executive Director or his/her designee a written report detailing the incident (a "Report") no later than the next school working day.

If the Restrainer is the Executive Director, the Executive Director-Restrainer shall prepare a Report and submit it to an individual or team designated by the Board for review.

A form of Report is included below.

The Executive Director or his/her designee shall collect and annually report data to the Department regarding the use of physical restraints, in a manner and form directed by the Department.

***Parental Notification*.** The Executive Director or his/her designee shall verbally inform the student's parent(s)/guardian(s) of the use of physical restraint as soon as possible, but no later than 24 hours after the use of physical restraint. The Executive Director or his/her designee shall also send the student's parent(s)/guardian(s) the Report, which shall be sent no later than three school working days following the use of such restraint. The Report may be sent to an email address provided by the parent for the purpose of communicating about the student, or may be sent by regular mail to the parent. If the Report is sent by regular mail, it must be postmarked within three school working days of the use of physical restraint. The Report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided to that parent or guardian.

Review Procedures. The Executive Director or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available for review by the Department, and of which the Executive Director or his/her designee shall conduct a weekly review.

If the Executive Director's weekly review of physical restraint data, or that of his/her designee, reveals that any student was subject to physical restraint more than once in the week, the Executive Director or his/her designee shall convene one or more review teams as the Executive Director or his/her designee deems appropriate to assess each student's progress and needs. If applicable, this assessment must include:

(a) Review and discussion of any Reports submitted pertaining to the student, and any comments provided by the student and parent about the Reports and the use of restraints;
(b) Analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
(c) Consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future; and
(d) Agreement on a written plan of action by the program.

The Executive Director or his/her designee must ensure that a record of each individual student review is maintained, and made available, upon request, to the parent and the Department.

The Executive Director or his/her designee shall conduct a monthly review of school-wide restraint data to reveal patterns, if any, of the use of physical restraint (e.g., time of day, day of the week, the number and duration of physical restraints school-wide, and for individual students, the duration of restraints, and the number and type of injuries resulting from restraint). Accordingly, the Executive Director or his/her designee shall determine whether it is necessary or appropriate to modify this Policy, conduct additional training, or take other necessary action to reduce or eliminate the use of physical restraint.

When an administration of physical restraint results in an injury to a student or staff member, the Executive Director or his/her designee must send a copy of the Report to the Department, postmarked within three school working days of the administration of the restraint. The Executive Director or his/her designee must also send the Department a copy of the record of physical restraints maintained by Boston Prep.

Follow-Up Procedures. After the administration of any physical restraint, the appropriate staff shall:

(a) Review the incident with the student to address the behavior that precipitated the restraint;
(b) Determine whether any follow-up is appropriate for students who witnessed the incident; and
(c) Review the incident with the Restrainer to discuss whether proper restraint procedures were followed.

ALTERNATIVES TO PHYSICAL RESTRAINT

Physical restraint is only permissible as a last resort in emergency situations. Therefore, staff members must first engage in alternative methods when seeking to prevent violence, self-injurious behavior, and/or when seeking to de-escalate potentially dangerous behavior, either amongst a group, or groups, of students, or with an individual student. If, after these less intrusive alternatives have failed, or the alternatives have been deemed inappropriate, in an emergency situation, a trained staff member may use physical restraint in accordance with Massachusetts law and this Policy.

Interventions and Methods Less Intrusive than Physical Restraint. Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint include, but are not limited to:

(a) Active listening;
(b) Using a low, non-threatening voice;
(c) Limiting the number of adults providing direction to the student(s);
(d) Offering the student(s) a choice;
(e) Keeping the student's access to an escape route clear;
(f) Suggesting possible resolutions to the student(s);
(g) Avoiding dramatic gestures (e.g., waiving arms, pointing, blocking motions, etc.);
(h) Issuing a verbal prompt, such as communicating to the student the behavioral expectations of that student and offering instructions as to how to meet the expectations;
(i) Engaging in a full or partial physical cue by temporarily placing one or both hand(s) on a student in order to redirect the student;
(j) Physically escorting an agitated student to a safe location by temporarily touching or holding, without the use of force, the student's hand, wrist, arm, shoulder, or back;
(k) Physically redirecting the student by temporarily placing one hand on each of the student's shoulders, without force, to redirect the student to the learning activity, a classroom, or another safe location; and
(l) Issuing a time-out, which is a behavioral support strategy in which a student is temporarily separated from the learning activity or classroom for the purpose of calming, in accordance with this Policy.

General De-Escalation Guidelines. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students, or with an individual student, involve the following:

(a) Remaining calm – using a neutral and level tone of voice, controlling facial expressions, and using supportive, non-threatening body language may prevent a student experiencing distress from escalating his/her behavior;
(b) Obtaining assistance – if a situation may become dangerous, staff members should take immediate steps to notify other school personnel;
(c) Limiting the number of persons speaking – having one person provide overall direction to a distressed student will minimize the likelihood of confusion, and minimize the likelihood of behavior escalation;
(d) Removing student from area – removing a student who is experiencing distress, if feasible, to another more private and safe area should be considered; and
(e) Removing other students from area – if it is not feasible to remove the distressed student from the area, staff members should consider the feasibility of having other staff assist and monitor the removal of the other students to another area until the distressed student de-escalates.

Issuing a Time-Out as a Behavior Support Strategy. Because seclusion is expressly prohibited, staff members must ensure that when issuing a time-out, it is in accordance with Massachusetts law and this Policy. Seclusion means involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Two types of time-outs are permissible, and may be used as an alternative to physical restraint: inclusionary and exclusionary. An inclusionary time-out is when a student is removed from positive reinforcement, or from full participation in classroom activities while remaining in the classroom, which allows the student to remain fully aware of the learning activities ongoing in the classroom. Permissible and effective methods of an inclusionary time-out include, but are not limited to: planned ignoring, asking the student to put his/her head down, placing a student in a different location in the classroom, that is not walled-off or otherwise separated from the classroom.

An exclusionary time-out is when a staff member directs the student to separate from the learning environment. Exclusionary time-outs are only permissible when:

(a) The student is displaying behaviors that present, or threaten to present, an unsafe or overly disruptive situation in the classroom;
(b) It is not being used as a form of punishment for noncompliance or for incidents of behavior that are no longer occurring;
(c) The student is continuously observed by a staff member;
(d) A staff member is with the student, or immediately available to the student, at all times; and
(e) The space used for the time-out is clean, safe, sanitary, and appropriate for the purpose of calming.

If an exclusionary time-out may last longer than 30 minutes, a staff member must seek approval from the Executive Director or his/her designee for the continuation of the exclusionary time-out prior to the expiration of the preceding 30 minutes. If it appears as though an exclusionary time-out is exacerbating a student's behavior, or an exclusionary time-out extended beyond 30 minutes fails to calm the student, alternate support strategies must be attempted.

Preventing Student Violence and Self-Injurious Behavior.

In emergency situations, staff members must act in a manner that ensures the safety of him or herself, and other students and personnel. A staff member responding to an emergency situation must adhere to the requirements of this Policy and must only use physical restraint as a last resort and with extreme caution, in accordance with this Policy. If a student is in danger, the staff member must first attempt to verbally redirect

the student. If verbal redirection does not stop or prevent the student from the danger, the staff member must attempt to block the student by taking a supportive stance first to prevent the student from entering any dangerous situation, such as running into a street or jumping from a high perch. If the staff member cannot block the student, the staff member should then attempt to hold the student from danger until emergency assistance or help arrives.

Boston Prep will provide school-wide professional development that is focused on identifying and preventing student violence, self-injurious behavior, and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior among groups of students or with an individual student. Staff members should utilize Boston Prep's various tools to help students who are exhibiting aggressive behavior.

COMPLAINT PROCESS

Informal Resolution. If a student, or his/her parent/guardian has concerns (the "Complainant") regarding a specific use of physical restraint, then before initiating a formal complaint procedure, the Complainant may seek to resolve his/her concerns by raising the issue with the Executive Director or his/her designee . The Complainant should direct his/her concerns regarding a specific use of physical restraint to the Executive Director or his/her designee within ten (10) days of the parent/guardian's receipt of the Report. The Executive Director or his/her designee shall attempt, within his/her authority, to work with the Complainant and achieve resolution fairly and expeditiously. If the Complainant is not satisfied with the resolution, or if the Complainant does not seek such informal resolution of the issue, then the Complainant may proceed with the formal complaint process detailed below.

Formal Resolution. In accordance with Massachusetts law, a Complainant may file a complaint with the Board of Boston Prep. The Board shall respond, in writing, to the Complainant within 45 days of receiving the complaint. Upon receipt of a complaint, the Board shall conduct a review to ensure compliance with Massachusetts law. Boston Prep, and all involved individuals, shall cooperate to the fullest extent with such review.

PARENTAL ENGAGEMENT

The Executive Director or his/her designee shall provide all families and students with information about behavioral supports and restraint prevention efforts that are used at Boston Prep. The Executive Director or his/her designee shall follow this Policy, and the policy information distributed to parents and students, with respect to identifying students who may be at risk of restraint. The Executive Director or his/her designee shall work with such identified students, their families, and school personnel to identify and work on behavioral support strategies in an effort to prevent the use of physical restraint. If a student is restrained, the Executive Director or his/her designee must follow this Policy, and the policy information distributed to parents and students, regarding the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed, and/or any other related matters. Additionally, school personnel must follow up with the student and his/her family regarding behavioral support strategies.

REVIEW AND AVAILABILITY OF POLICY

This policy shall be:

(a) Reviewed annually;
(b) Provided to school staff, and
(c) Made available to parents of enrolled students.

Legal Authority: 603 C.M.R. §1.09; 603 C.M.R. §46.00; Massachusetts Department Technical Assistant Advisory SPED 2016-1 (July 31, 2015).

CONTENTS OF PHYSICAL RESTRAINT TRAINING PROGRAM

I. IN-DEPTH TRAINING

According to Massachusetts law, the in-depth training must include, but is not limited to:

A. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;
B. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
C. The simulated experience of administering and receiving physical restraint;
D. Instructions regarding the effect(s) of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
E. Instruction regarding the reporting requirements, documentation, and investigation of injuries and complaints;
F. Demonstration by participants of proficiency in administering physical restraint; and
G. Instructions regarding the impact of physical restraint on the student and family, recognizing that the act of restraint has an impact, including, but not limited to, psychological, physiological, and social-emotional effects.

II. BASIC TRAINING

According to Massachusetts law, the basic training for all employees who do not receive the in-depth training must include, but is not limited to:

A. The role of the student, family, and staff in preventing restraint;
B. Instruction on Boston Preparatory Charter School's physical restraint policy, including the use of time-out as a behavior support strategy distinct from seclusion, as discussed in Boston Preparatory Charter School's physical restraint policy;
C. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances, as discussed in Boston Preparatory Charter School's physical restraint policy;
D. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restrain of extended duration;
E. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
F. Identification of program staff who have received in-depth training in the use of physical restraint.

FORM OF WRITTEN REPORT OF PHYSICAL RESTRAINT
[FOR COMPLETION BY ADMINISTRATOR OF RESTRAINT ("RESTRAINER")]

Name of Student Restrained:

_____

Staff Member Who Administered Restraint:

_____

Principal Who Was Verbally Informed of Restraint:

_____

Date of Restraint:

_____

Restraint Start Time: _____ Restraint End Time:

_____

Did the restraint exceed 20 minutes in length? YES NO

If YES, who approved the extended restraint?:

_____

Please list the names and job titles of all staff members who were involved in the restraint:

_____

_____

_____

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_____

Describe the activity of the room in which the student was restrained that immediately preceded the physical restraint. Please include the activity of other students and staff members in the area, if applicable: _____

_____

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Describe the behavior that prompted the use of physical restraint:

_____

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Describe the efforts made to prevent escalation of the behavior, including the specific deescalation strategies used and alternatives to restraint that were attempted:

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Describe the alternatives to restraint that were attempted:

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Explain the justification for initiating physical restraint:

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Explain how the physical restraint was administered, including: (1) the holds used and the reasons such holds were necessary; (2) the student's behavior and reactions during the restraint; and (3) how the restraint ended: _____

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Was the student or any staff member injured during the restraint?: YES NO

If an injury occurred during the restraint, please describe the medical care that was provided after the restraint: ____

_____

_____

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_____

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[FOR COMPLETION BY EXECUTIVE DIRECTOR OR DESIGNEE]

Provide any information regarding any further action(s) the school has taken or may take, including any consequences that may be imposed on the student:

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_____

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_____

_____

Describe: (1) information regarding opportunities for the student's parents to discuss the incident with school officials; (2) any consequences that may be imposed on the student; and (3) any other related information:

_____

_____

_____

_____

Signature of Principal:

_____

Signature of Restrainer:_____

Signature of All Staff Members Involved in Restraint:

_____

_____

Legal Authority: 603 CMR 46.06(4)

APPENDIX D: OUT-OF-SCHOOL SUSPENSION

Short-Term, Out-of-School Suspension. A short-term, out-of-school suspension means the removal of a student from school premises and regular classroom activities for ten (10) or fewer school days, consecutively or cumulatively. Except in the case of an emergency removal (which is described in more detail below), prior to imposing a short-term, out-of-school suspension, the Principal or his/her designee may not impose a short-term, the following process will be completed:

Notice. The Principal or his/her designee will send written notice to the student and parent in English and in the primary language of the home if other than English, or other means of communication where appropriate, which will set forth:

- The disciplinary offense;
- The basis for the charge;
- The potential consequences, including the potential length of the student's suspension;
- The opportunity for the student to have a hearing with the principal or his/her designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- The date, time, and location of the hearing; and
- The right of the student and the student's parent to interpreter services at the hearing if needed to participate.

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

Efforts to Involve Parent. The Principal or his/her designee will also make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The Principal or his/her designee may conduct a hearing without the parent present if he or she is able to document reasonable efforts that were made to include the parent. The Principal or his/her designee is presumed to have made reasonable efforts if the Principal or his/her designee sent the written notice described above and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Hearing. The Principal or his/her designee will conduct a hearing at the date, time, and location of the hearing as identified on the written notice described above. The purpose of the hearing with the Principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal or his/her designee will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student will also have an opportunity to present information, including mitigating facts, that the Principal or his/her designee should consider in determining whether other remedies and consequences may be appropriate. The Principal or his/her designee will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or his/her designee should consider in determining consequences for the student.

Decision. Based on the available information, including mitigating circumstances, the Principal or his/her designee will determine whether the student committed the disciplinary offense, and, if so, what remedy or

consequence will be imposed. The Principal or his/her designee will notify the student and parent, in writing, of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The written decision may be in the form of an update to the original written notice.

Duration of Suspension. During the course of an out-of-school suspension from school, a student may not be on school premises. During the course of any type of suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class.

Long-Term Suspension. A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. An in-school suspension of more than ten (10) cumulative school days is also considered a long-term suspension; the Principal or his/her designee may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense for which expulsion may be considered, no student may be suspended for more than 90 school days in a school year. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Except in the case of an emergency removal (which is described in more detail below), prior to imposing a short-term, out-of-school suspension, the Principal or his/her designee may not impose a short-term, the following process will be completed:

Notice. The Principal or his/her designee will send written notice to the student and parent in English and in the primary language of the home if other than English, or other means of communication where appropriate, which will set forth:

- The disciplinary offense;
- The basis for the charge;
- The potential consequences, including the potential length of the student's suspension;
- The opportunity for the student to have a hearing with the principal or his/her designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- The date, time, and location of the hearing;
- The right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- The right to appeal the decision of the Principal or his/her designee to the Superintendent or his/her designee; and
- Notice of the student's rights to:
    - In advance of the hearing, review the student's record and the documents upon which the Principal or his/her designee may rely in making a determination to suspend the student or not;
    - Be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
    - Produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
    - Cross-examine witnesses presented by the school district; and
    - Request that the hearing be recorded by the principal or his/her designee, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal or his/her designee shall inform all

participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

Efforts to Involve Parent. The Principal or his/her designee will also make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The Principal or his/her designee may conduct a hearing without the parent present if he or she is able to document reasonable efforts that were made to include the parent. The Principal or his/her designee is presumed to have made reasonable efforts if the Principal or his/her designee sent the written notice described above and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Hearing. The Principal or his/her designee will conduct a hearing at the date, time, and location of the hearing as identified on the written notice described above. The purpose of the hearing with the Principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At this hearing, the student has the following rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal or his/her designee may rely in making a determination to suspend the student or not;
- The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- The right to cross-examine witnesses presented by the school district; and
- The right to request that the hearing be recorded by the principal or his/her designee, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal or his/her designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the principal or his/her designee;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
- Inform the student of the right to appeal the principal's decision or that of his/her designee to the superintendent or his/her designee, but only if the principal, or his/her designee, has imposed a

long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information:

- The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent or his/her designee within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent or his/her designee an extension of time for filing the written notice for up to seven additional calendar days; and
- That the long-term suspension will remain in effect unless and until the superintendent or his/her designee decides to reverse the principal's determination, or the determination of the principal's designee, on appeal.

Emergency Removal. Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be immediately removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment (or that of the principal's designee), there is no alternative available to alleviate the danger or disruption. Within two (2) school days of the day of the emergency removal, the principal or his/her designee will:

- Make immediate and reasonable efforts to notify the student and the student's parent of the emergency removal, the reason for the need of the emergency removal, and the other matters set forth in the notice provision above with regard to short- and long-term suspension, depending on the length of the suspension contemplated;
- Provide written notice to the student and the student's parent, in accordance with the notice provisions set forth above with regard to short- and long-term suspension, depending on the length of the suspension contemplated; and
- Provide the student an opportunity for a hearing (and the parent an opportunity to attend the hearing) that complies with the hearing requirements set forth above with regard to short- and long-term suspension, depending on the length of the suspension contemplated.

The Principal or his/her designee will render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the decision requirements set forth above with regard to short- and long-term suspension, depending on the length of the suspension contemplated.

Expulsion. Boston Prep may expel a student only in accordance with M.G.L. c. 71, §§ 37H or 37H½, which, in relevant parts, are attached hereto as Appendix D.

The decision-maker at a discipline hearing (principal, superintendent, or designee) shall consider ways to re-engage the student in the learning process. Students shall not be suspended or expelled from school until alternative remedies have been employed and their use and results documented. Alternative remedies may include but not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The decision-maker may determine that suspension is the only appropriate consequence in the following situations: (1) the specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; and (2) the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while at school.

APPENDIX E: EXPELLABLE OFFENSES

M.G.L. c. 71, § 37H – Policies Relative to Conduct of Teachers or Students; Student Handbooks

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H½: Felony complaint or conviction of student; suspension; expulsion; right to appeal

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

The decision-maker at a discipline hearing (principal, superintendent, or designee) shall consider ways to re-engage the student in the learning process. Students shall not be suspended or expelled from school until alternative remedies have been employed and their use and results documented. Alternative remedies may include but not be limited to: (i) mediation; (ii) conflict resolution; (iii)

restorative justice; and (iv) collaborative problem solving. The decision-maker may determine that suspension is the only appropriate consequence in the following situations: (1) the specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; and (2) the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while at school.

APPENDIX F: SUBSTANCE USE PREVENTION & EDUCATION POLICY

Policy Goals

The Boston Prep Substance Use Prevention and Education Policy (hereafter referred to as "the substance use policy") is intended to accomplish the following goals:

1. Ensure the involvement of the community, parents/guardians, teachers, and students in achieving substance use prevention and education goals
2. Encourage communication among students, parents/guardians, teachers, and administrators
3. Provide students with evidence-based substance use prevention coursework
4. Ensure that prohibitions against substance use are clearly-understood and enforced
5. Articulate Boston Prep's set of responses to substance use, intervention provisions, and treatment opportunities

Community, Parent/Guardian, Teacher, and Student Involvement

The success of the substance use policy depends on engaging the entire Boston Prep community in substance use prevention and education, including parents/guardians, teachers, and students. This section articulates the ways in which Boston Prep will seek to engage each of these community stakeholders.

Parents and guardians will be informed on an annual basis of the substance use policy via the student and family handbook. In addition, the substance use policy will be made available to the Parent Committee. Boston Prep is committed to ensuring that all parents/guardians, regardless of background, are able to access the substance use policy. The substance use policy will therefore be made available in easily understandable and culturally appropriate language. In addition, Boston Prep will ensure that there are regular activities, including Parent Committee meetings and other venues, that enable parents/guardians to access and understand the contents of the substance use policy. These activities will use more than one approach to communicate the contents of the substance use policy.

Boston Prep team members will be informed on an annual basis of the substance use policy through trainings and professional development. Trainings will ensure that all team members are aware and informed of policies, procedures, and protocols for prevention, intervention, and follow-up in preventing and responding to substance use and abuse. Team members will also receive trainings on the early warning signs and behaviors related to substance use and abuse. As a result, all team members will be prepared to observe changes in student performance, demeanor, and appearance that indicate a student may be at risk. Team members will be aware of the building-based referral systems and protocols to follow. Finally, team members who implement substance use prevention coursework will receive specific training and PD on implementing evidence-based programs and effective strategies for preventing substance use.

Students will be informed on an annual basis of the substance use policy via the Students & Family Handbook. In addition, school leaders and faculty will engage students in conversations about the Student & Family Handbook, including the substance use policy, at least once annually. Students will also receive coursework in substance use and abuse prevention. Finally, students will be engaged in the ongoing effort to develop and improve the substance use policy, including by supporting the review and revision process that takes place once every three years.

Strategies to Encourage Communication among Students, Parents/Guardians, Teachers, and Administrators

Families are essential partners in schools' efforts to prevent substance use. Parental input, particularly from parents of students with substance related-problems, helps identify and prioritize the needs of the school community. Boston Prep recognizes and emphasizes the importance of school-community-home collaborations in weaving together the resources for comprehensive, multifaceted approaches to preventing substance use and abuse. Providing parents/guardians with information regarding the district's and school's substance use prevention and abuse education policies is critical, as they play a key role in their success.

The Boston Prep substance use policy was developed based on pre-existing collaboration between and communication among students, parents/guardians, teachers, and administrators. Discussions of substance use and abuse prevention and education are ongoing within the school community via review of the student and family handbook, which will occur at least annually with students and with parents/guardians. Furthermore, students will receive ongoing education about substance use and abuse prevention through the implementation of evidence-based substance use prevention coursework. All parties will engage in ongoing review and update of the substance use policy, at least once every three years.

Implementation of Screening, Brief Intervention, and Referral to Treatment (SBIRT)
Beginning in the 2017-18 school year, Boston Prep will use Screening, Brief Intervention, and Referral to Treatment (SBIRT), an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs. Implementing the SBIRT approach has three phases, each of which is detailed below: Planning, Implementation, and Follow-Up

Planning:

- SBIRT Coordinator: School Nurse
- Who is part of the SBIRT Team?
    - Main Role/Screener: School Nurse
    - Supporting Roles: Social Worker, School Psychologist, Health/Wellness Staff, School Administration
- Screening tool we plan to use: CRAFFT
- Who will be screened: 7th graders and 9th graders at Boston Prep
- What is the screening criterion? All students in those grades will be screened; it will be treated as a universal screening.
- Which staff will be responsible for indicating actual screening dates of screening and flag when the next screening date is due: The School Nurse in collaboration with the SBIRT team

Implementation:

- How SBIRT will be implemented: All 7th graders and 9th graders will be screened in the spring of 2018. All new 7th graders and 9th graders will be screened in the fall of 2018.
- Privacy and confidentiality issues that need to be addressed:
    - Privacy: will be done in individual offices, at such places as: Nurse's Office, Social Worker's Office, Conference Rooms
    - Confidentiality: Students will be told about confidentiality, nothing will go into the student health records, students who screen positive on 2 or more Part B CRAFFT Screening Tool will be referred to a member of the Health & Wellness Team at a later time. No disciplinary action will be taken due to this screening process. A log will be kept for record keeping/screening results only, but no names or initials will be used.
- How students will be informed of this screening: An email blast will go home to parents and parents will be encouraged to have a discussion about the screening with their children. Students will be directly notified by the School Nurse.

- Informing teachers, families and other stakeholders of the plans to implement SBIRT in school: The administration, the building Principals, the staff, the families and the students have been informed of the screenings.
- Staff involved in the screenings: School Nurse
- Where, when and how often the screenings will occur
    - Who: Annually for grades 7 and 9
    - Where: In private spaces in the school building
    - Annually in the fall or the spring
- How screenings will be documented
    - A check off list just so that we know we screened the student, results will be kept on a checklist, but no names or initials will be on the checklist. The only demographics noted on the data collection sheet is: the students age and the gender for which they identify as being

Follow-Up:

- Results will not be disclosed to anyone, including parents/guardians, unless the student is a danger to her/himself or others
- No direct referrals will be made to PCPs unless the student asks for assistance in contacting her/his PCP

Implementation of Evidence-Based Substance Use Prevention Coursework

Integrating substance use prevention and education into the school curriculum is one of the easiest ways to reach youth and young adults. Boston Prep will provide evidence-based substance use and abuse prevention coursework for grades 6-12 (all grade levels currently served). The coursework will be developmentally appropriate, will demonstrate cultural competency, and will be derived from the National Registry of Evidence-based Programs and Practices (http://nrepp.samhsa.gov/01_landing.aspx).

In addition to this coursework, school-based mental health professionals will work directly with young people who are identified as being at-risk. At all times, at least one adult in the school will be designated as the point of contact and support for students who are considered to be at risk.

Prohibitions Against Substance Use

As described elsewhere in this Handbook, the use, sale, transfer, or possession of alcohol, tobacco, or other controlled substances at school or school related functions is strictly prohibited and may result in consequences, including possible expulsion..

Responses to Substance Use, Intervention Provisions, and Treatment Opportunities

In certain contexts, interventions and treatment opportunities may be appropriate. Boston Prep is developing its approach to intervention and treatment in collaboration with community stakeholders. When complete, intervention and treatment provisions will include guidelines for working with at-risk students and procedures for re-integrating students who have been absent and/or in recovery. They will also include treatment opportunities for students, and if appropriate, staff.

State law provides that by the 2017-2018 school year, and subject to appropriation, public schools shall utilize a verbal screening tool to screen students annually, at two different grade levels, for substance use disorders. Schools and districts may voluntarily implement the actions described, but

they are not required to do so unless and until funding is appropriated. If funding is appropriated for verbal screening, Boston Prep will amend its substance use policy to include a verbal screening tool.

Timetable for Periodic Review and Revision

The Boston Prep Substance Use Prevention and Education Policy will be reviewed at least once every three years to ensure ongoing alignment to state regulations and industry best-practices. Each review will include a set of core stakeholders, including the Executive Director, staff, parents/guardians, and students.

APPENDIX G: STUDENT DIRECTORY INFORMATION OPT-OUT

Dear Parents and Eligible Students,

Boston Prep shares student directory information, including student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans, with mission-aligned partner organizations, including charter school advocacy organizations in Massachusetts. One purpose of this information sharing is to help keep families up to date regarding statewide issues that could impact charter public schools in Massachusetts, including but not limited to:

- Raising the charter cap to allow more students to attend charter schools
- Protecting charter school funding from budget cuts
- Preventing rules and regulations from being passed that would make it hard for our schools to operate

If you wish to opt out of this information sharing and have the school withhold all or part of your student information, please fill out the form below and return it to your child's respective Director of Operations.

Boston Prep wishes to make clear that all individual student records of the school are confidential. However, consistent with federal and state law and regulations governing student records, Boston Prep designates the following information as "directory information"(as defined by the Family Educational Rights and Privacy Act and related Massachusetts laws and regulations) that may be released to the general public, third parties and outside organizations without the written consent of a student and/or his or her parents/guardians:

- student's name;
- major field of study;
- dates of attendance;
- class;
- participation in officially recognized activities and sports;
- degrees, honors and awards; and
- post-high school plans.

Students and/or their parents/guardians, however, may "opt-out" of the release of any element of directory information detailed above by notifying the [insert appropriate title] in writing by September 30 of each school year that such information shall not be released. The [insert appropriate title] shall ensure that procedures are in place to ensure that information regarding Boston Prep's Student Records Policy is distributed on an annual basis along with information regarding the right of both parents/guardians and students to "opt-out" of the release of directory information.

A student is eligible to make this decision without his or her parent or guardian if he or she is 14 years of age or older or has entered the 9th grade.

By checking the box below, I hereby request that the school withhold my or my student's directory information from release to third parties without my prior consent.

□ CHECK HERE TO OPT OUT OF ALL STUDENT DIRECTORY INFORMATION SHARING

If you do not express your preference and return this form to Boston Prep, 885 River Street, by September 30 of the respective school year you are giving the school permission to share your or your student's directory information.

Name of Parent or Eligible Student (printed):

_____

Signature(s):

_____

Date:

_____

APPENDIX H: NOTICE OF PROCEDURAL SAFEGUARDS

Dear Parents:

You are receiving this Notice of Procedural Safeguards (Notice) because your son or daughter (student) has been referred for an evaluation or is currently receiving special education services. If your student is eligible for special education, the school district must provide a free appropriate public education commonly referred to by the acronym FAPE. In order to provide a FAPE the school district must work in partnership with you. You will be a member of the IEP team that will consider your student's unique needs and develop an individualized education program or IEP, for your student.[3] The IEP must provide instruction that is tailored to your student's unique needs and includes sufficient support services to enable your student to make meaningful educational progress and to assist your student in acquisition of knowledge and skills, including those necessary for social and emotional development according to appropriate chronological and developmental expectations. Any special education services identified for your student must be provided at public expense with no cost to you. All students in the Commonwealth's public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks. Massachusetts also provides an individual right to FAPE for its resident students with disabilities who attend private schools at private expense, and who seek public special education services.

Both State and federal laws contain rules that school districts must follow when deciding if a student is eligible for special education and, if so, what services the student will receive. These laws also provide detailed procedures for ensuring that the student receives a FAPE during the entire time he or she is eligible for special education. Special education is a highly complex and regulated area of education law. The detail in the law is intended to protect your student and to help ensure that he or she receives appropriate educational services. You can get additional help in understanding the special education process from your school guidance office, the Massachusetts Department of Elementary and Secondary Education (ESE), organizations for parents of students with disabilities, and private special education organizations. Information from these sources will help you work in partnership with your school district to make sure that your student receives appropriate educational services. The ESE publishes extensive information for parents and school districts on its Internet Websites. A Table of the ESE Websites is included at the end of this Notice.

This Notice provides you with important information about your right to be involved in planning your student's special education. Procedural safeguards are the specific rules that make sure that you know what the school district is proposing to do ("receive notice"), agree with the school district's plan ("give parental consent") and have a range of opportunities for resolving disagreements with the school district ("due process"). Procedural Safeguards in the law also provide additional protections outlined in this document.

We hope this Notice will be of assistance to you as you take an active role in your student's educational experience.

This document, the Parent's Notice of Procedural Safeguards, answers the following questions:

1. What is "prior written notice" and when do you receive it? ..... Page 2
2. What is "parental consent" and when must the school district ask for your consent? ..... Page 3
3. Is the school district required to evaluate upon request by a parent? ..... Page 5

[3] See the IEP Process Guide for information on how a student's IEP is developed and implemented.

4. What is an "independent educational evaluation"? ..... Page 5
5. When can you see your student's student records? ..... Page 6
6. How can parents and schools resolve disputes? ..... Page 7
7. What are your responsibilities if you place your student in a private school? ..... Page 11
8. What must be done to plan for your student's transition from school? ..... Page 12
9. How may a school discipline a student with a disability? ..... Page 12
10. Where can the laws and regulations and other useful information be found? ..... Page 14

You will receive this Notice at least once each year if your student is identified as eligible for special education. You can also request a copy from your school district at anytime or from the ESE. This document is available on the ESE Web site at http://www.doe.mass.edu/sped/prb.

1. What is Prior Written Notice and when do you receive it? **34 CFR §300.503**

The school district must provide you with a written notice when it proposes, or refuses, to take steps to identify your student, to evaluate your student, to provide special services to your student, or to change your student's program. Federal regulations call this a "prior written notice." The written notice must:

- Describe ***what*** the school district proposes or refuses to do;
- Explain ***why*** the school district is proposing or refusing to take the action;
- Describe ***how*** the school district decided to propose or refuse to take the action, including telling you about each evaluation procedure, assessment, record, or report that your school district used to make its decision; and
- Describe any other options that your student's individualized education program (IEP) Team considered and the reasons why those options were rejected.

School districts will provide this information to you using forms developed by the ESE and available on the ESE Web site or their own forms containing the same information.

You will receive prior written notice when the school district: proposes to conduct an initial evaluation or reevaluation; proposes a new or amended IEP; proposes a change in placement, including a proposed change in placement for disciplinary reasons; or proposes to end special education services.

You will also receive a notice if the school district makes a finding of no eligibility for special education services or refuses a request you have made related to evaluations or provision of special education to your student Notices from the school district must be provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so. If your native language or other mode of communication is not a written language, your school district must ensure that the school's notice is translated for you orally or by other means (e.g., by sign language), and that you understand the content of the notice.

The school district will also give you written notice and request your consent – or written permission – before the school district asks to use public health insurance (MassHealth or Medicaid), to pay for a student's special education services for the first time.

When you are given prior written notice, you will also be given a copy of this Notice of Procedural Safeguards, or if you have already received this Notice during the current school year, you will be told how you can obtain another copy. You will also be given information about whom you can contact for help in understanding federal and state special education laws.

2. What is parental consent? **34 CFR §300.9 and 603 CMR 28.07 (1)**

The school district may not give your student a special test or special service unless you agree and give your written "parental consent." The school district must contact you and clearly explain what it is proposing to do for your student. The school district will then ask you to sign your name on the consent form to show that you agree to the school's proposal. This is giving "parental consent."

Giving your consent is voluntary. You may take back, or revoke, your consent at any time. If you wish to revoke consent you must do so in writing. The withdrawal of consent will only apply to future action by the school district not to something that has already happened. Your school district may not use your refusal to consent to one service or activity as a reason to deny you or your student any other service, benefit, or activity.

Your consent is not required before your school district may review existing data as part of your student's evaluation or reevaluation, give your student a test or other evaluation that is given to all students without consent such as the MCAS or classroom tests that are part of the general education program, or share information with federal or state educational officials.

2.1 When will a school district ask for your consent? 34 CFR §300.300, 300.154 and 603 CMR 28.07 (1)

A school district will ask for your parental consent in the following circumstances:

To authorize the initial evaluation to determine if the student is eligible for special education
The school district cannot conduct an initial evaluation of your student to determine whether your student is eligible to receive special education and/or related services without first obtaining your consent. If your student is referred for an evaluation, the school district must ask for your consent to the evaluation within five school days.

To approve initial services
If, after the initial evaluation has been completed, the Individualized Education Program (IEP) Team has decided that your student is eligible for special education, the IEP Team will propose special education and related services and a placement for your student. You are a member of the IEP Team and must give your consent before your school district can provide special education and related services to your student for the first time. If you do not consent, the school district cannot provide special education and related services to your student. You can accept or reject the whole proposal or part of it. The IEP or any part that you accept must begin as soon as you accept it.

To make a change in services, placement or reevaluation
Once you have agreed to an IEP for your student, the school district must obtain your consent before the school district may change the services or the placement of your student, or conduct a reevaluation.[4] If you refuse to give your consent, you have an obligation to engage with the district in active discussion to resolve your disagreement. If you have given consent to services in the past and now want to revoke consent and withdraw your student from services, you must do so in writing. The school district may not request a hearing at the Bureau of Special Education Appeals (BSEA) to obtain authority to provide educational services or to reevaluate your student without your consent.

To access public health insurance (MassHealth or Medicaid) benefits for the first time
The school district is allowed to use public health insurance (MassHealth or Medicaid) to pay for some special education services included in a student's IEP for students covered by public health insurance. Before the school district accesses MassHealth for the first time, the school district must give you written notice that it is

[4] You also have the right to observe your student in his or her current program and observe a proposed program prior to your student's placement. For further information see the ESE document "**Observation of Education Programs by Parents".**

going to seek this reimbursement, and get your voluntary consent in writing for it. The notice will tell you that special education services are always provided at no cost to you or your family; will make clear that your consent will not lead to any changes in your child's MassHealth benefits or eligibility; will describe what information about your student will be shared in order to access MassHealth; remind you that your consent can be withdrawn at any time; and make clear that there will be no changes to your student's special education services or program if you withdraw or do not provide consent. If you move or your student becomes enrolled in another district, then the new school district will ask you to provide consent again.

To excuse members of the IEP Team from attending a Team meeting

Members of the IEP Team may be excused from attending a Team meeting if you agree in writing in advance of the meeting. If the Team will be discussing the excused Team member's area, then the excused member must provide his or her input in writing before the Team meeting. If you do not agree to excuse the Team member he or she must attend the IEP Team meeting.

2.2 When will the student be asked for consent? 34 CFR §300.520 and 603 CMR 28.07 (5)

Under Massachusetts' law a student has reached adulthood upon his or her eighteenth (18th) birthday. **When a student turns age 18**, therefore, all of the decision-making rights that you have as a parent transfer to your adult student, unless a court has appointed a legal guardian for your student or your student indicates in writing that he or she wants to share decision-making with you or wants you to continue to have authority to make decisions about his or her educational program. The school district must discuss with you and your student the impact of this transfer of rights at least a year before the student's eighteenth birthday. As the parent of an adult student with a disability, you will continue to receive all the required notices from the school, and you will continue to be able to inspect your student's educational records, even if your student makes his or her own educational decisions.

2.3 When will a special education surrogate parent give consent? 34 CFR §300.519 (g) and 603 CMR 28.07 (7)

If a student is in the custody of the Department of Children and Families, or the student's parents or guardian cannot be identified or located or have had their parental rights terminated, the ESE has a responsibility to ensure there is an adult with no conflicting interests to make special education decisions on behalf of the student. This person is called a special education surrogate parent. The ESE determines if it is necessary to appoint a special education surrogate parent for the student. If appointed, a special education surrogate parent has the same rights and responsibilities as a parent in special educational matters for the student.

2.4 How do I withdraw consent? 34 CFR §300.300(b)(4) and 300.9

If you have given consent to special education and related services and now wish to revoke your consent, you must do so in writing. You may withdraw your consent to all special education and related services, to a specific service or to placement or to the district's use of MassHealth or Medicaid benefits for your student. Once the school district receives your letter, the district will send you a notice stating the change, if any, in educational placement and services that result from your revocation of consent. Once you withdraw your consent to all special education and related services, the school district is no longer required to make FAPE available or to have an IEP meeting or develop an IEP for your student. School districts are not required to amend your student's record to remove references to special education services as a result of your revocation of consent.

3. Is the School District Required to Evaluate a Student Upon Request by a Parent? 34 CFR §300.1 and 603 CMR 28.04

A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Parents who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Special words need not be used in making a referral for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. (A school district will rarely have occasion to refuse to conduct an initial evaluation and may do so only if the parent or other individual making the referral has no suspicion of disability or is not concerned about the student's development).

Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation as described above, on the basis of a pre-referral program or in order to try other instructional support activities or for any other reason. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. The parent's consent will always be required prior to these reevaluations.

4. What is an Independent Educational Evaluation? 34 CFR §300.502 and 603 CMR 28.04 (5)

An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your student.

You have the right to request an IEE of your student at public expense if you disagree with the school district's evaluation. If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the state requirements that apply to IEEs.

4.1 When is an Independent Evaluation conducted at public expense?

In Massachusetts, under state law, you will receive an IEE at full or shared public expense if you meet income eligibility requirements. Students who are eligible for free or reduced cost meals are entitled to an IEE at public expense. Other students are eligible for a shared cost IEE according to a sliding fee scale. Sharing your financial information with the school district is completely voluntary on your part. If you choose to share such information, the school district must immediately notify you in writing whether or not you are eligible for full or partial funding of an IEE and proceed to fund the IEE based on eligibility. Your right to a publicly funded IEE through income eligibility will extend for 16 months from the date of the school district's evaluation with which you disagree.

If you do not meet income eligibility requirements or choose not to disclose financial information, the district must consider your request for a publicly funded IEE under federal law. Within 5 days, the district may either agree to provide an IEE at public expense or request a hearing at the Bureau of Special Education Appeals (BSEA) to demonstrate that the evaluation conducted by the district was comprehensive and appropriate. More details regarding IEEs are available in the ESE Administrative Advisories 2004-1 and 2001-3 available from your local school district and on the ESE Web site http://www.doe.mass.edu/sped/advisories/?section=admin.

You are entitled to only one IEE of your student at public expense each time your school district conducts an evaluation. You may have independent evaluations conducted at your own expense at any time.

4.2 The results of the IEEs must be considered within 10 days by the school district

If you obtain an IEE of your student at public expense or you share with the school district an evaluation of your student that you obtained at private expense, your school district must convene a Team meeting within ten school working days after receiving the evaluation information. The Team will consider the evaluation results and determine what, if any, changes should be made to your student's IEP.

5. When can you see your student's records? 34 CFR §300.611 and 603 CMR 23.00

The student record consists of your student's transcript and temporary school record and includes health records, tests, evaluations, discipline records and other records pertaining to your student's special education eligibility or program.[5] Personally identifiable information about your student is confidential and may not be disclosed to anyone other than teachers and educational officials without your consent.

You and your student (if your student is 14 or older) have a right to look at any and all of the student's records within 10 days of your request and before any IEP meeting or due process hearing.[6] You may also have copies of the information upon request for a reasonable charge limited to the cost of reproduction. You may not be charged for costs associated with the search for and retrieval of your student's records.

In addition, you can meet with professionally qualified school personnel to have the records explained. You may also have your representative (advocate, consultant, or attorney) inspect, review, and interpret your student's record if you give your specific, written informed consent. All of the rights associated with the student record are contained in the Massachusetts Student Record Regulations 603 CMR 23.00. Those regulations can be found at http://www.doe.mass.edu/lawsregs/603cmr23.html or by requesting a copy of the regulations from the school district or ESE.

Generally only the parent, eligible student, authorized school personnel, and state and federal education officials are allowed to see the student record without the specific, informed, written consent of the parent or adult student. The school district may be required to provide some information to state and federal officials as the result of a court order or in response to a health and safety or law enforcement issue. Helpful information about these and other student records issues can be found at http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html.

6. How can parents and schools resolve disputes? 34 CFR §300.151, 300.506 – 518 and 603 CMR 28.08

State and federal special education laws provide many opportunities for parents to be involved in educational planning for their student who has a disability. If parents and school districts disagree about changes relating to the identification, evaluation, or educational placement of a student with a disability, or the FAPE services provided to a student with a disability, the laws provide a menu of ways to resolve the disagreement. Your student shall remain in his or her current education program and placement during any dispute regarding placement or services, unless you and the school district agree otherwise or your student's placement is changed as a result of discipline.

Following are alternatives ways that you and your school district can resolve disagreements.

6.1 Bring the Dispute to the attention of local public school officials

[5] If a student's parents revoke their consent for special education services after such services have been initially provided, school districts are not required to amend the student's records to remove references to special education services.

[6] The school district can only limit access to the student record if it has received a legal document such as a restraining order or a divorce or custody decree that restricts access to information about the student's.

As a first step to resolve your dispute, you may contact your school Principal, the Administrator of Special Education or your Superintendent to ask for help. It is a good practice to write a letter explaining the situation about which you are concerned.

6.2 Use the ESE Problem Resolution System

If you feel that you need help from outside of your school district, you may contact the ESE, Office of Program Quality Assurance Services (PQA) at 781-338-3700 to use the state "Problem Resolution System" described at http://www.doe.mass.edu/pqa/prs/. You can file a complaint with PQA about any violation of state or federal education law or obtain help from PQA staff to resolve the problem informally. If you want a formal investigation by PQA, you will have to submit your complaint in writing. PQA staff will assist you in preparing and submitting the complaint. Your written complaint should include: a statement of your concerns, your attempts to resolve your concerns, the actions by the school you believe would resolve your concerns and your signature and contact information. If your complaint is about a specific student, you should provide the student's name and residential address and the name of the school. The issues that you are complaining about, however, must have occurred no more than one year before PQA receives your complaint. If you choose to file a formal complaint with the PQA Problem Resolution System, you must also send a copy of your written complaint to the school district that is the subject of the complaint. PQA will resolve your complaint within 60 days and send you a copy of the findings and decision.

Filing a formal complaint with PQA will not prevent you from using other methods, such as conversations with your local school district, mediation, or a due process hearing at the Bureau of Special Education Appeals (discussed below) to resolve your complaint.[7] If you request a due process hearing, however, a complaint that you file through the problem resolution system will be set aside until the due process hearing is completed.

6.3 Ask for a neutral mediator to be appointed.

Mediation[8] is a service provided by a neutral individual who is trained in special education law and in methods of negotiation. Mediation can be scheduled whenever the parents and schools have a disagreement about special education matters, even if a complaint was made through the PQA Problem Resolution System. The mediator helps the parent and school district talk about their disagreement and reach a settlement that both sides can accept. Discussions during mediations are confidential and nothing that is said by either party can be used later if the dispute becomes the subject of a formal hearing or court proceeding. Once an agreement is reached, it will be put in writing, both sides will sign it, and it may be enforced by a court.

Mediation can be set up by contacting the BSEA at 617-626-7291. The mediator will schedule a meeting with you and the school district within 30 days of the request for mediation. Meetings will be held at a convenient time and place. Participation is voluntary, therefore both the school district and the parents must agree to participate in mediation. There is no fee for the service.

Additional information about how mediation works is available from the BSEA 617-626-7250 and can be found in their publications "Frequently Asked Questions about Mediation"[9] and the "Explanation of Mediation.[10]"

6.4 Request a due process hearing and participate in a resolution meeting

[7] For a comparison of how the problem resolution system resolves a complaint with how a complaint is resolved through a due process hearing see: http://www.doe.mass.edu/sped/docs.html.
[8] A description of the mediation process can be found on the ESE Web site at http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/.
[9] http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/mediation-faqs.html.
[10] http://www.mass.gov/anf/docs/dala/bsea/mediation-brochure-2012.doc

If you and the school district have been unable to work out your disagreement, then you are entitled to have a neutral and impartial hearing officer listen to both sides of the dispute, hear testimony, examine evidence, and make a decision. This hearing is convened by the BSEA and is called a due process hearing. The BSEA hearing officer is trained in special education law and must not have any personal or professional connection to you or anyone else who is involved in the disagreement.

The due process hearing will consider disputes about eligibility; evaluation; IEPs; educational placement decisions, including those resulting from discipline; FAPE; provision of special education; or procedural protections of state and federal law for students with disabilities. You must file for a hearing within two years of when you knew, or should have known[11] about the events that form the basis for your complaint. This time period can be extended if you can show that you were prevented from filing for a hearing because the school district misrepresented that it had resolved the issue in your complaint or if the district withheld certain required information from you.

Either you or your school district can file a written due process hearing request[12] with the other party and send a copy to the BSEA to obtain a due process hearing. The BSEA has developed a hearing request form[13] that you may use, or you can write your own letter instead of using the form, but you must be sure to include your student's name and residential address (or contact information if the student is homeless); the name of your student's school; a description of the problem you are concerned about, including specific facts relating to the problem; and a proposed solution to the problem. Note that the hearing will be limited to the issues that are identified in the complaint.

You must send your due process hearing request to the school district (or other party to the complaint) and a copy to the BSEA. If the due process complaint does not provide enough information, the opposing party may challenged its *sufficiency* within 15 days. The BSEA will decide whether the complaint is sufficient within 5 days of the challenge. Additional information may be added to the complaint if the opposing party agrees or if the hearing officer gives permission. If additional issues are added to the complaint at a later time, however, the hearing timetable begins all over again.

If there is no challenge to the sufficiency of the complaint, then the hearing process continues. If the school district has not already sent a prior written notice to you about the issue that you are complaining about, then within 10 calendar days of receiving your due process hearing request, the school district must send you a written response to the complaint.

Note: If *the school district* has filed the due process hearing request, *the parent must respond* within 10 calendar days of receiving the hearing request, and specifically address the issues that the school district raised.

After you file a due process hearing request, the school district has 30 days to work with you to resolve the disagreement before the due process hearing may occur.[14]

The school district is required to set up a resolution meeting within 15 calendar days of receiving your due process complaint.[15] The school district will determine with you which members of the IEP Team must attend the meeting. Someone from the school district who can make decisions about your student's program must attend the meeting. The school district's lawyer *may not* attend unless you have a lawyer who is attending the meeting.

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[11] The phrase "or should have known" reminds you that you have a responsibility to be aware of your student's program.
[12] Information on the due process hearing request can be found at:
http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/due-process-hearings/.
[13] http://www.mass.gov/anf/docs/dala/bsea/hearing.doc
[14] If you and the school district agree to mediation, you may agree to continue the mediation after the 30 day period.
[15] No resolution session is required if the school district has requested the due process hearing.

You must participate in the resolution meeting unless you *and* the school district agree, in writing, not to have the meeting or if you and the school district decide to use the mediation process. If the school district cannot get you to participate in the resolution meeting, it can ask the hearing officer to dismiss your complaint.

If you are willing to meet, but the school district refuses or delays the resolution meeting more than 15 days after receiving notice of your hearing request, then you can ask the hearing officer to proceed with the hearing process. If you meet, but the school district has not resolved the due process complaint to your satisfaction within 30 days of your filing the complaint, then the due process hearing may go forward.

The resolution process ends when one of the following events occurs:

- When you and the school district agree, in writing, to end the resolution period;
- At the end of the 30 day resolution period;
- At the end of mediation; or
- When you and an official of the school district sign a document that spells out your agreement that resolves your dispute. This is a "settlement agreement" and can be enforced by a state or federal court. Note that if you and the school district enter into an agreement as a result of a resolution meeting, either you or the school district may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

6.5 Present your evidence to an impartial hearing officer during a due process hearing

When you file a due process complaint, the BSEA will set a hearing date, assign a hearing officer, and send you detailed information about the hearing process and a list of free or low-cost attorneys and advocates whom you may contact for help.

During the due process hearing you and the school district will each present evidence and provide the testimony of witnesses to an impartial hearing officer from the BSEA. At any due process hearing, including a hearing relating to disciplinary procedures, you may:

- be accompanied, advised and represented by a lawyer and/or advocate;
- have your student present at the hearing;
- have the hearing open to the public;
- present evidence such as documents and reports;
- request, or require through subpoena, witnesses to come to the hearing and answer questions;
- see any evidence that is to be used at the hearing at least five business days ahead of time and ask the hearing officer to keep out any evidence that you have not seen; and
- obtain a written or, at your option, electronic, word-for-word record of the hearing findings of fact and decision at no cost to you. To obtain a written record of the hearing, you must make your request in writing.

Additional information about due process hearings can be obtained from the BSEA at 617-626-7250 and from the BSEA Web site: http://www.mass.gov/dala/bsea.

Hearings are conducted according to the Massachusetts Administrative Procedure Act[16] and the BSEA Hearing Rules.[17] The hearing officer must issue a final decision within 45 days of the end of the resolution period described above unless the hearing officer has granted extensions of time at the request of either party. The hearing officer will send a copy of the decision to you and to the school district. Both the parents and the school district must abide by the decision of the hearing officer.

[16] M.G.L. c.30A
[17] http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc.

A hearing officer's decision on whether your student is being offered a FAPE must be based on a finding that your student's special education rights were violated or a determination that the school district failed to fulfill its other obligations to your student under the special education laws and regulations. If you have complained about a violation of the special education procedures (such as failure to hold a proper team meeting, poor record keeping, or failure to follow timelines) a hearing officer may find that your student did not receive FAPE *only if* the failure to follow the procedures:

- Interfered with your student's right to a FAPE;
- Significantly interfered with your ability to be involved in decisions about your student's education; or
- Deprived your student of an educational benefit.

The decision of the hearing officer is a final agency decision and cannot be reconsidered by the BSEA or changed by the ESE. Hearing decisions are public[18] and are available on the BSEA Web site at http://www.doe.mass.edu/bsea/decisions.html.

6.6 Appeal a hearing decision to a state or federal court

If either the parent or the school district disagrees with the decision of the hearing officer, they can seek review of that decision in state or federal court. Any such request for review must be filed within 90 days of the decision.

6.7 Attorneys' fees — 34 CFR §300.517

Each party is responsible for paying its own attorney's fees unless the court decides otherwise. If you obtain a favorable result in a written hearing decision or court proceeding, the court [19] may decide that the school district should pay your reasonable attorneys' fees. Note, however, that you will not be able to obtain these fees for the time spent litigating your case after the district made a settlement offer if

- the district made a written offer of settlement 10 or more days before the hearing,
- you did not accept the offer within 10 days, and
- the outcome of the hearing was no better than the settlement offer.

If the school district obtains a favorable decision, a court could order your attorney to pay the school district's legal expenses if the court finds that your attorney filed a complaint or continued to litigate after learning that the complaint had no basis in fact, was unreasonable, was frivolous, or was pursued for an improper purpose. A court may also order you or your attorney to pay legal expenses if your request for a due process hearing or subsequent cause of action was presented for an improper purpose, such as to harass, to cause unnecessary delay or to needlessly increase the cost of litigation.

7. What are your responsibilities if you place your student in a private school and you believe your school district should reimburse you for the tuition? — 34 CFR §300.148

There are some occasions when a parent believes that the public school is not providing a FAPE to the student and the parent decides to place the student in a private school. A parent may enroll his or her student in private school at private expense at any time. If, however, the parent believes that the public school should be responsible for the costs of the student's education in the private school, the parent must tell the school district of objections to the student's IEP and program, reject the IEP, inform the school district of his or her intent to remove the student and enroll the student in a private school, and request a hearing by the BSEA. A

[18] Hearing decisions are published after redacting information that would allow the student to be readily identified.
[19] A BSEA Hearing Officer may not award attorney's fees.

parent must inform the school district before removing the student from the public school either orally at the last Team meeting before the removal or in writing at least 10 business days before removing the student from school.

The school district is not required to pay for a student to attend a private school if the school district has made a FAPE available to the student. Disagreements between parents and the school district about whether the student's program provides a FAPE and requests for financial reimbursement for the cost of a private program may be resolved through due process procedures discussed earlier in this document. The hearing officer will determine whether the school district made a FAPE available to your student. If the hearing officer finds that the school district did *not* provide your student with a FAPE, that you followed the above steps, and that the private school placement was appropriate, the hearing officer, after considering all of the circumstances surrounding the removal of the student, may require the school district to reimburse you for all or part of the cost of the private school placement.

8. What must be done to plan for your student's transition from high school? 34 CFR §300.43

Planning for your student's transition from school to postschool opportunities will facilitate your student's ability to successfully participate in activities such as post-secondary education, work, and community and adult life. Planning for transition must be based on your student's strengths, preferences, interests, and needs, must begin when your student is 14, and must be discussed each year at a Team meeting. The school district must discuss your student's transition needs with you and your student[20] and must consider the goals for your student after he or she completes school by graduating with a regular high school diploma or reaching the age of 22. School districts must use the Transition Planning Form[21] to record the results of this annual discussion. The student's IEP must include measurable post-secondary transition goals, objectives and services based upon an appropriate assessment of his or her disability and transition needs.

Graduation with a regular high school diploma is a change of placement and ends the student's eligibility for special education. The school district must inform you if and when the district expects your student to graduate with a regular high school diploma. This discussion should take place during the Team meeting no less than 1 year in advance of the student's graduation.

9. How may a school discipline a student with a disability? 34 CFR §300530

Public schools must have procedures and standards in place to assure a safe learning environment for students. Schools are expected, and high schools are required, to publish their rules of conduct so that students know how they are expected to behave. If a student misbehaves and violates the school code of conduct, the school may discipline the student. Discipline must be fair and even-handed.

In general, any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Before any removal or suspension the student must be told what he or she is accused of having done and must be given a chance to tell his or her side of the story. During a short disciplinary removal, the school is not required to provide instruction to a disabled student unless it is does so for non-disabled students. Once a student with a disability has been removed from the school placement for more than 10 cumulative days during the school year the student must receive educational services that will allow the student to continue to participate in the general education curriculum and to progress toward the goals set out in his or her IEP. School officials must consult with at least one of the student's teachers to determine what services are necessary. These services must begin on the 11th school day of a student's disciplinary removal during the school year and continue during the disciplinary removal.

[20] The student should be invited to attend the Team meeting to discuss postsecondary goals and transition.
[21] http://www.doe.mass.edu/sped/28MR/28m9.doc

Schools must follow special disciplinary rules for students with disabilities who have been found eligible for special education.[22] A chart depicting the operation of these disciplinary rules can be found on the ESE Web site.[23] These special disciplinary rules apply as soon as a student is removed from his or her current education placement[24] for more than 10 days in a row, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year and there is a pattern of removal for comparable behaviors. The school must notify you as soon as the decision is made to remove your student from his or her education placement for more than 10 days and provide you with a copy of this Notice.

The student's IEP Team must meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "*manifestation determination*," you and other members of the IEP Team will determine if the misbehavior was caused by or had a direct relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP. In making the manifestation determination, you and other members of the IEP team must consider relevant information from your student's file, including your student's IEP, your and the teachers' observations of your student's behavior, and any relevant information you provide.

If the team determines that the student's behavior *was not* caused by or directly related to the student's disability or the failure to properly implement the IEP, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense.
The IEP Team, however, must determine the interim alternative educational setting (IAES) where the student will be placed and the educational services that will be provided. An IAES is a setting other than the student's current placement that enables the student to continue to receive educational services according to his or her IEP. School personnel may consider the student's unique circumstances in determining whether a change in placement is appropriate for a student with a disability.

If the Team determines that the student's behavior *was* caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student must be returned to the last approved IEP placement unless you and the IEP Team decide on a different placement. The student must also be provided a functional behavioral assessment. A functional behavioral assessment or FBA is a comprehensive assessment of behavior that provides the IEP Team with information about the student's behavior and identifies behavioral intervention services and program modifications that are designed to address the behavioral violation so it does not recur. If the student has already had a functional behavioral assessment and has a behavioral intervention plan, then the IEP Team should determine if any changes should be made to the behavioral intervention plan. If the behavior was caused by the failure to properly implement the IEP, the school must take immediate steps to remedy the deficiencies.

Note that if your student possessed or used a weapon or drugs, or caused serious bodily injury to another person on school property or at a school event your student may be placed by the principal in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

9.1 Appeal of a disciplinary decision

[22] The special education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her concern that the student's has a possible disability in writing to supervisory or administrative personnel or the student's teacher; if the teacher or other staff has expressed concerns about the student's pattern of behavior directly to the director of special education or other supervisory personnel, or if the student has been referred for an evaluation that has not yet been completed these special rules apply. The special education disciplinary rules *do not* apply if the parent has refused to consent to the evaluation, if the student has previously been found to be not eligible for special education, or if the parent has revoked consent to special education and related services.
[23] http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc
[24] Placement is determined by the IEP Team and is the location where IEP services are provided.

If a parent disagrees with any decision regarding placement of his or her student under the disciplinary provisions or disagrees with the manifestation determination, or if the school district believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may appeal the decision by requesting a hearing with the BSEA, as described earlier in this document.

The BSEA will convene a hearing on a disciplinary placement or manifestation determination on an expedited schedule.[25] During the appeal of a disciplinary placement or manifestation determination, the student must remain in the IAES until the hearing officer makes a decision or the disciplinary period is completed, unless the parent and the school district agree to a different placement.

10. Where can the laws and regulations be found?

10.1 Laws and Regulations

You can find the full text of the state Special Education law in Massachusetts General Law Chapter 71B. The state law is popularly known as "Chapter 766." The state special education regulations are found in the Code of Massachusetts Regulations (CMR) at 603 CMR 28.00. The law and the regulations and other helpful resources are on the ESE Web site.[26]

The federal special education law is the Individuals with Disabilities Education Act, known as "IDEA." The federal statute is located in the United States Code at 20 U.S.C. § 1400. The implementing regulations for IDEA may be found in the Code of Federal Regulations (CFR) at Chapter 34, Section 300. A copy of the federal statute and regulations and explanatory information can be found on the U.S. Department of Education Web site at http://idea.ed.gov/.

10.2 Individualized Education Program process guide and forms

A general overview of how the special education process works (taken from the IEP guide prepared by the USDOE) can be found at http://www.doe.mass.edu/sped/iep.

For the ESE explanation of the how an IEP is developed, consult the IEP Process Guide and the standard IEP forms available on the ESE Web site: http://www.doe.mass.edu/sped/iep.

10.3 Table of abbreviations

Many common special educational phrases are abbreviated by acronyms composed of the initial letters of the phrase. For your convenience the acronyms and phrases used in this document are listed below:

BSEA:	Bureau of Special Education Appeals
CFR:	Code of Federal Regulations
CMR:	Code of Massachusetts Regulations
ESE:	Massachusetts Department of Elementary and Secondary Education
FAPE:	Free Appropriate Public Education
FBA:	Functional Behavioral Assessment
IAES:	Interim Alternative Educational Setting
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation

[25] See BSEA Hearing Rule II.C. Expedited Hearing. http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc p.6.
[26] http://www.doe.mass.edu/sped/laws.html

IEP: Individualized Education Program
PQA: Program Quality Assurance Services

10.4 Table of Websites

The ESE publishes extensive information for parents and school districts on its internet Websites. These Websites include pertinent laws, agency policies and useful documents that explain the special education process.

Autism Spectrum Disorder:
http://www.doe.mass.edu/sped/advisories/07_1ta.html
Bureau of Special Education Appeals
http://www.doe.mass.edu/bsea/decisions.html
http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc
http://www.mass.gov/anf/docs/dala/bsea/hearing.doc
http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/
http://www.mass.gov/anf/docs/dala/bsea/mediation-brochure-2012.doc
http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/mediation-faqs.html
http://www.mass.gov/anf/docs/dala/bsea/
Consent to Access MassHealth (Medicaid):
http://www.doe.mass.edu/sped/advisories/13_1.html
http://www.doe.mass.edu/sped/28mr/28m13.pdf (Mandated Form 28M/13)
Discipline:
http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc
Individuals with Disabilities Education Act:
http://idea.ed.gov/.
The Basic Special Education Process under IDEA:
http://www.doe.mass.edu/sped/iep/process.doc
Individualized Education Program:
http://www.doe.mass.edu/sped/iep
Individual Education Program Process Guide:
http://www.doe.mass.edu/sped/iep/proguide.pdf
Independent Educational Evaluation:
http://www.doe.mass.edu/sped/advisories/?section=admin
Observation of Education Programs by Parents and Their Designees for Evaluation Purposes:
http://www.doe.mass.edu/sped/advisories/09_2.html
Parent's Notice of Procedural Safeguards:
http://www.doe.mass.edu/sped/prb.
PQA Problem Resolutions System compared to BSEA Due Process Complaint:
http://www.doe.mass.edu/sped/complaintchart.doc
Program Quality Assurance Services Problem Resolution System:
http://www.doe.mass.edu/pqa/prs
Special Education Laws and Regulations:
http://www.doe.mass.edu/sped/laws.html
Special Education Surrogate Parent:
http://www.doe.mass.edu/sped/2002/news/1104memo.html
Special Education Transition Planning Form:
http://www.doe.mass.edu/sped/28MR/28m9.doc
Student Records Regulations:
http://www.doe.mass.edu/lawsregs/603cmr23.html

Student Records Questions and Answers
http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section.
Transition Planning:
http://www.doe.mass.edu/sped/cspd/mod4.html#

APPENDIX I: MEDIA RELEASE FORM

Media Release - Optional

This form is only required of families who chose to **OPT-OUT** of having Boston Prep Charter Public School publish and use images/likeness of their child. If you are not choosing to opt-out there is no further action required.

By signing this form I understand that I am informing Boston Prep Charter Public School of my preference related to the use of photographic, video, and audio recordings of my child for use on the Boston Prep website, social media accounts, promotional materials, school publications, and external media outlets. I understand that if I opt-out my child may be excluded from group photos or videos.

I understand if no selection is made or this form is not completed, the preference will default to providing Boston Prep permission to use images/likeness of my child. I also understand that I must request and re-sign this form if my preference changes throughout the duration of my child's time at Boston Prep.

- **I do not grant permission** for Boston Prep Charter Public School to publish and use images/likeness of my child.

Name of Student (please print): _____

Name of Parent/Guardian (please print): _____

Parent/Guardian's Signature: _____

Reason (optional): _____

Date: _____

APPENDIX J: LIBRARY POLICY AGREEMENT

BOSTON PREP LIBRARY POLICIES

*The Boston Prep Library is a shared space designed to support academic success, independent reading, and ethical growth. In addition to the guidelines outlined in the **Boston Prep Student Handbook**, students are expected to follow the policies below when using the library.*

BEHAVIORAL EXPECTATIONS

- **Food and Drink**:
  No food is permitted in the library. Water is allowed, but students must exercise caution to avoid damaging library materials. All trash must be disposed of properly, and students should leave the space clean for the next user.
- **Cleanliness and Seating**:
  In order to maintain a clean, pest-free environment, we ask that students clean up after themselves. Students should sit one person per chair and use the furniture appropriately.
- **Respect for the Space**:
  Students should treat the library and the materials within it with respect. This includes:
    - Using bookmarks rather than folding page corners.
    - Avoiding writing in or damaging books.
    - Handling books with clean hands and care.

NOISE EXPECTATIONS

The library is a space for reading, research, and focused work. To support a productive environment for all:

- Voices should be kept low and respectful at all times.
- Phones should be kept away at all times
- Audio should only be played through headphones, and volume should be low enough that it is not audible to others.

CIRCULATION POLICIES

- Students may check out books for a period of **three weeks**.
- Loans may be renewed unless the item has been requested by another student.
- Students are expected to return books on time and in good condition.

LOST OR DAMAGED ITEMS POLICY

All students are expected to treat borrowed materials with care and return them in their original condition. In the event that a book is lost or significantly damaged, the following **three-strike policy** will apply:

1. **First Incident**: A reminder of library expectations and a conversation with the librarian.
2. **Second Incident**: Temporary suspension of borrowing privileges for one week.
3. **Third Incident**: Extended borrowing restriction, parent/guardian contact, and possible replacement fee.

We recognize that accidents happen. If something occurs, please communicate with Ms. Crossman as soon as possible so we can address the situation together.

IMPORTANT COLLECTION INFORMATION

Boston Prep's library collection includes a wide range of fiction and nonfiction books that reflect diverse voices, experiences, and perspectives. Topics explored in our collection include—but are not limited to—race, gender identity, mental health, sexuality, and systems of oppression such as racism and sexism. Some titles may contain sensitive or potentially triggering content.

All books available in our library are carefully selected in alignment with our Collection Development Policy, which prioritizes age-appropriateness, literary quality, and relevance to our mission of preparing students for college success and lifelong ethical growth.

We recognize that families have different values and expectations regarding what is appropriate for their child to read. While Boston Prep does not censor books, we encourage families to actively engage in conversations with their students about reading choices and to guide them in selecting books that align with their family's values.

Please note that library staff are not responsible for monitoring the content each student selects. We are happy to support families and students in finding books that align with their interests and comfort levels.

LIBRARY POLICY AGREEMENT FORM

Please read the following statements carefully. Both parent/guardian and student signatures are required to confirm understanding and agreement with the Boston Prep Library policies.

By signing below, we acknowledge and agree to the following:

- I have reviewed the **behavioral expectations** and agree to show respect for the library space, materials, and other patrons.
- I have reviewed the **noise expectations** and will be mindful of my volume and use of devices while in the library.
- I have reviewed the **circulation policy** and understand that books are due back within three weeks of the checkout date.
- I have reviewed the **lost and damaged items policy** and will take responsibility for caring for any books I borrow.
- I have reviewed the **collection overview** and understand that library staff are not responsible for monitoring the specific content each student selects. I understand that it is the family's responsibility to discuss reading choices with their child.

Student Name: _____

Signature: _____ Date: _____

Parent/Guardian Name: _____

Signature: _____ Date: _____

APPENDIX K: CONTRACT FOR EXCELLENCE

BOSTON PREP

Mission Statement: Boston Prep Charter Public School prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.

Student Name: _____

Advisor: _____ **Grade:** _____

School's Commitment to Excellence	Student's Commitment to Excellence	Parent/Guardian's Commitment to Excellence
The members of the Boston Prep Staff agree to:	As a Boston Prep student, I agree to:	As a Boston Prep Family member I agree to:
• Provide rigorous, engaging, college preparatory instruction, aligned with the Massachusetts and Common Core State Standards.	• Pursue academic success to the best of my ability. I will participate in class, complete nightly homework according to stated expectations, and contribute to my peers' learning and success	• Provide my child with a quiet space to complete nightly homework, and check that his/her homework is completed.
• Consistently enforce the Boston Prep School Code of Conduct, maintaining an environment which is physically and emotionally safe, warm, strict & joyful.	• Always follow the Boston Prep School Code of Conduct, to the best of my ability.	• Support the Boston Prep School Code of Conduct
• Continuously improve the Boston Prep educational program through ongoing professional development and embracing of feedback.	• Arrive at school before 7:45 AM, in uniform, every day of the school year that I am healthy.	• Ensure that my child arrives at school before 7:45 AM, in uniform, every day of the school year that he or she is healthy.
• Partner with families; inform families of questions or potential obstacles to learning, as they arise, and be a committed advisor.	• Attend Boston Prep's office hours and tutoring if requested by teachers and to ensure my academic success	• Make arrangements so that my child can remain at Boston Prep for an extra hour on weeknights to address academic concerns or attend detention, if necessary.
• Communicate professionally with students and families at all times, responding promptly to parent and student questions and concerns.	• Ask teachers and family for help when I need it and inform teachers and family members about questions and obstacles to learning, as they arise.	• Communicate professionally with school staff, responding promptly to school questions and concerns
• Model the virtues of courage, compassion, integrity, perseverance, and respect in all of our actions.	• Demonstrate the virtues of courage, compassion, integrity, perseverance, and respect in all of my actions.	• Encourage my child to pursue academic and ethical excellence by demonstrating the virtues of courage, compassion, integrity, perseverance and respect
• Challenge students to consider the academic and ethical implications of their actions.	• Encourage my peers to pursue academic and ethical excellence.	• Monitor my child's academic progress by regularly reviewing their grades on PowerSchool and weekly progress report.

Signature Date Signature Date Signature Date