



**Match Middle School**  
**Student and Family Handbook**  
**2018-2019**

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# Introduction

## PURPOSE OF THIS HANDBOOK\*

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The information contained in this document is a general description of the policies and procedures of Match Charter Public School (“Match”) relating to students and families as of the time of publication. All information contained herein applies retroactively and supersedes and replaces any older versions of the Student and Family Handbook (the “Handbook”) and the policies contained therein. This Handbook is for informational purposes only and it does not create a contract between you and Match, nor does it bind Match to any specific actions. Match reserves the right to modify, revoke, suspend, terminate or change any or all of these policies, and to determine the applicability and interpretation of any policy in particular situations as they occur. The up-to-date version of the Handbook will be posted on the Match website and a copy will be provided upon request, and parents will be informed of any substantial changes to the Handbook.

As used herein, except as otherwise defined in a specific policy, the term “parent” shall mean a student’s father, mother, or legal guardian, as applicable.

All parents are required to read this Handbook and sign and return the accompanying Acknowledgment Form.

## MISSION STATEMENT\*

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The mission of Match is to prepare Boston children students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. We intend for this school to serve a large number of English language learners.

## ENGLISH LEARNER EDUCATION PROGRAM VISION\*

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Match’s ELEP will provide culturally and linguistically diverse English Learners with equitable access to learning opportunities that accelerate social and academic English proficiency, provide meaningful access to grade level content, and increase overall academic achievement. Match’s vision is that all English learners will understand, speak, read, and write English fluently and competently in order to succeed academically and socially in their classrooms, schools and communities at large. Match will strive to provide all students, regardless of EL status, with the linguistic and cultural knowledge to function effectively in college and beyond.

## SCHOOL VISION AND VALUES

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Match Charter Public Middle School is a tuition-free charter public school that prepares its students to succeed in college and beyond.

We believe that student learning is the responsibility of every member of our community. Through our **core values**, the implementation of our **tiered supports**, and our **diversity, equity and inclusion initiative**, we will work together to ensure that every student achieves academic success.

### Staff Core Values

**Scholarship:** Student learning is our top priority. We have unwaveringly high academic expectations and support all of our students to meet them.

**Growth:** We believe all students have the capacity to grow and meet high expectations. Our job is to support our students to achieve growth in both academic and social-emotional skills. Small victories on the road to excellence deserve to be recognized and celebrated.

**Community:** We must constantly strive to better know our students and ourselves. We recognize and value each individual for the unique gifts, talents, experiences and backgrounds they contribute to our community.

**Responsibility:** We take personal responsibility for the success of our students, our community and ourselves. When we see an area for growth or improvement, whether it is inside or outside the classrooms, we work relentlessly to find a solution.

### Student Core Values

**Scholarship:** We show curiosity and push ourselves to learn as much as we can, and we show leadership by engaging in our classwork.

**Growth:** We have the courage to set goals for ourselves. We celebrate every step we take towards success, and we don't get discouraged by setbacks.

**Community:** We care for and support each other because we are a family that comes together as a whole.

**Responsibility:** We take ownership for our actions and we take care of our space and each other.

## SCHOOL CULTURE

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Our school culture is characterized by the following phrase: **High Expectations, High Support**. We have high expectations for our students' character development and academic achievement, and we work relentlessly to help our students meet those ambitious goals.

There are three key beliefs that we expect our staff to embrace in order to create and maintain this High Expectations, High Support school culture.

**Belief #1: We must constantly strive to know our students—and ourselves.** We begin with this belief because it's where the journey of every educator and every school should start: deeply knowing our students and their communities. That means we must strive to understand, value and celebrate the rich cultures that shape our students' identities. And at the same time, we need to understand and respond to the adversity that far too many of our students experience in the world around them. We equip our staff with the level of cultural awareness and self-reflection that will allow them to build trust with the students and families they serve, so we can, in turn, challenge our students to take the risks that are necessary to meet high academic expectations.

**Belief #2: Kids meet the expectations that we set for them. The few who don't, due to lagging skills, get extra support.** The underlying premise of this belief is that all students want to succeed in school, both behaviorally and academically, but some arrive with more capacity to do so than others. We embrace the belief that when students are struggling behaviorally, it is our obligation to not just give them consequences, but also to build the skills that they need to successfully meet our expectations. Our teachers, deans and social workers will partner with families to equip students with the tools and mindsets that they need to achieve their academic goals in school.

**Belief #3: School Culture is everyone's responsibility.** All of the educators in our school need not only to understand and implement systems of rules, rewards and consequences. They also need to strive to understand the **why** that underlies student behavior, and not just the **what**. We work to develop staff whose mindset is to be

“curious, not furious” when students aren’t meeting our behavioral expectations. That requires constant reflection on the root causes of challenging behavior, and a recognition that just responding with consequences is often not going to solve a student’s underlying problems. Instead, understanding the “why” will push us to creatively and collaboratively problem solve and intervene when a student is struggling. This is the responsibility of every adult who works for Match.

# School Policies and Procedures

## 1 NON-DISCRIMINATION AND HARASSMENT\*

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Match does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment 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 or academic achievement, homelessness or any other consideration made unlawful by any federal, state or local laws or regulations.

In addition, harassment by employees, students, vendors, volunteers and other individuals at Match or at school-sponsored events is unlawful and is strictly prohibited. Match requires that all employees, volunteers and students conduct themselves in an appropriate manner with respect to all members of the school community. For the policy on and procedures around non-discrimination and harassment, including sexual harassment, please refer to the Non-Discrimination and Harassment Policy (Exhibit A).

## 2 BULLYING PREVENTION PLAN\*

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Match is committed to providing a safe educational environment for all students and strictly prohibits bullying, including cyberbullying. Match employees and volunteers are required, and all members of the school community (including parents and students) are strongly encouraged to immediately report any instance of bullying or retaliation of which he or she is aware. For more information about the bullying prevention policy and reporting procedures, please refer to the Bullying Prevention Plan (Exhibit B). For more information about internet safety, please refer to the Acceptable Use Policy (Exhibit H).

## 3 ACADEMIC CALENDAR AND SAMPLE SCHEDULE

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The Match Middle School academic calendar is split up into 4 grading periods, or quarters. At the midpoint of each quarter, families will receive a Progress Report indicating their student's current grades via mail. At the end of the quarter families will receive a Report Card reporting the final grades for their student for that grading period, which will be distributed at Parent Conferences. The beginning and end of each academic quarter is listed below:

Grading Period	Begin Date	Progress Reports Mailed	End Date	Report Cards Distributed
Quarter 1	8/27/18	10/1/18	11/2/18	11/8/18
Quarter 2	11/5/18	12/10/18	1/25/19	1/31/19
Midterm Exams	1/21/19		1/25/19	
Quarter 3	1/28/19	3/11/19	4/5/19	4/25/19
Quarter 4	4/8/19	5/20/19	6/25/19	6/26/19*

\*this date may change as the last day of school is dependent upon the number of school days canceled due to weather during the winter

Our school day runs from 7:30am to 4:15pm on Monday through Thursday, and 7:30am to 12pm on Fridays. On a regular M-Th school day, students will have English / Language Arts, Composition, History, Science, and two Math classes. They will also have a co-curricular class twice per week. Students will have Physical Education for one semester and Performing Arts for the other semester. On days students do not have Physical Education or Performing arts they will have enrichment.

Monday - Thursday Schedule		
Block	Start	End
DEAR / Advisory	7:30 AM	7:52 AM
Period 1	7:55 AM	8:52 AM
Period 2	8:55 AM	9:52 AM
Break	9:55 AM	10:07 AM
Period 3	10:10 AM	11:07 AM
Period 4	11:10 AM	12:07 PM
Lunch	12:10 PM	12:32 PM
Intervention	12:35 PM	1:07 PM
Period 5	1:10 PM	2:07 PM
Period 6	2:10 PM	3:07 PM
Period 7 / Enrichment	3:10 PM	4:07 PM
PM HR	4:10 PM	4:15 PM

Friday Schedule		
Block	Start	End
DEAR / Advisory	7:00 AM	7:30 AM
Community Meeting	7:30 AM	7:57 AM
Period 1	8:00 AM	8:42 AM
Period 2	8:45 AM	9:27 AM
Break	9:30 AM	9:42 AM
Period 3	9:45 AM	10:27 AM
Period 4	10:30 AM	11:12 AM
Lunch	11:15 AM	11:32 AM
Advisory	11:35 AM	12:00 PM

## 4 ATTENDANCE POLICY\*

Regular attendance in school is required by Massachusetts law for all persons between the ages of 6 and 16. It is the shared responsibility of each student, his or her family, and Match to ensure that the student attends school each day, other than in extraordinary circumstances. Parents should be fully aware that when they enroll their children at Match, they are committing to following the academic calendar, and that family vacations should only be scheduled during designated school breaks. When a student is in school, he or she must attend all scheduled classes.

Match must be notified before the start of the school day of a student's absence. If a child is to be dismissed from school early, a note from the parent is required. If a student is absent from school and Match personnel has not been informed by the designated time, a staff member will call the parent at the telephone numbers provided by the parent before the start of the school year to inquire about the absence within three (3) days in accordance with the law. If a student has on at least five (5) days missed two (2) periods or more unexcused in a school year, or has missed five (5) or more school days unexcused in a school year, Match will notify the parents and make a reasonable effort to meet with the parent to develop action steps for student attendance, which shall be developed jointly by the Principal or his/her designee, the student, and the parent, with input by relevant school personnel.



Match keeps accurate records of attendance and will make the records available for inspection by the Department of Elementary and Secondary Education, as necessary. Failure to attend school, except under extraordinary circumstances, may result in school personnel contacting certain state agencies or filing an official complaint with the court. If a student is absent for ten (10) consecutive days during the school year, Match will investigate whether the student intends to return through multiple reasonable efforts, including an attempt to contact the parents by phone, through certified mail and 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 Match and may be considered un-enrolled from the school.

If a student fails to attend school at the beginning of the school year, and there is no successful contact with the parents despite reasonable efforts made by Match and the student is still absent by October 1, he/she will be unenrolled from Match.

In addition, if a student exceeds 20 absences in any school year, Match may choose to retain the student. Please note that students are afforded rights under Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Act ("IDEA") should their absences be related to a disabling condition.

## 5 TARDY AND EARLY DISMISSAL PROCEDURES

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Students who arrive late to school are expected to check in at the Front Office before reporting to class. Parents will be informed of their child's tardiness by a staff member. Any unexcused tardy will count as 1/5 of an absence and be recorded accordingly. An unexcused tardy is any tardy not excused by a medical note, a note from home informing the school of a family emergency, or a travel alert on the MBTA website. Students who arrive after 10:00 am without a note excusing their tardiness will be considered absent for the day.

Monday through Friday, school begins at 7:30am and students may begin arriving at 7:10am for breakfast. School ends at 4:15pm. Unless a parent contacts the school, and the school has granted permission, no student will be dismissed early from school.

If a student needs to leave early for a family emergency or medical appointment, parents must either call to inform the front desk or send a note with their child to confirm: *the time and date of the early dismissal, who will be picking the student up from school (first name, last name, and relationship to student), and a phone number where the parent can be contacted for verification.* A student being dismissed is expected to sign out at the front desk or be signed out by their parent prior to their early dismissal. A Match Middle School staff person will call home to verify every note.

The Nurse or his/her designee will call a student's parent/guardian if a child needs to go home for medical reasons. It will be at the Nurse's or his/her designee discretion whether or not the student is allowed to leave early. This will be considered an excused early dismissal.

The school realizes that students need to have doctor, dentist, and other appointments, but asks parents to *make every effort to schedule these appointments on vacation days or other times when the student is out of school.* If an appointment must be scheduled during weekdays, the best time is after 12:00 on a half day Friday or during school vacation.

Students who are dismissed prior to 12:00 pm will be considered absent. If a student is dismissed early or is tardy five or more times in a single quarter, there will be a mandatory meeting scheduled with a school administrator, the student's parent(s) / guardian(s), and the student. Missing too many classes will jeopardize a student's chances of promotion, because the time for learning is so precious.

## 6 PROMOTION POLICY/GRADES

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Students are given quarterly grades in Math, English/Language Arts, Composition, History and Science. Match Middle School uses a numerical grading system: A is 89.5 - 100, B is 79.5 - 89, and a C is 69.5 - 79. Anything below 69.5 is an F. Quarterly grades are calculated as follows:

- 40% Major Assessments  
Example: unit test, labs, DBQs, writing projects
- 30% Minor Assessments  
Examples: quizzes, tickets to leave/exit tickets, target tasks, on-demand writing
- 30% Practice Assignments  
Examples: homework, discussions, class participation, classwork, review packets, target tasks, notes, Do Nows

Year Long Grades for each class will be calculated as follows:

- Quarter 1: 22.5%
- Quarter 2: 22.5%
- Midterm Exam : 5%
- Quarter 3: 22.5%
- Quarter 4: 22.5%
- Final Exam: 5%

In order to pass a class a student must have an average that is greater than or equal to 70%. The minimum grade that a student can receive for each quarter is 59%. Grades will be reported to students and families at their actual average and then post-end-of-quarter bump grades to 59% for use in future EOY calculations. This policy is designed to promote student engagement in future quarters and prevent automatic mathematical failures based on early course difficulties. Physical Education and Theater Arts class are both graded pass or fail.

Students are promoted to the next grade if they pass all of their classes with a grade of 70% or higher. If a student fails one or two classes with a grade below a 70%, he or she may have the opportunity to be enrolled in summer school and be promoted to the next grade if he or she successfully completes the summer school. If a student fails three or more of his/her core classes, he or she will be eligible for retention.

Match reserves the right to retain a student if s/he accumulates 20 or more unexcused absences. Please see the Attendance Policy above for more details. Final promotion and retention decisions are made at the discretion of the principal.

## 7 STANDARDIZED TESTING

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Match Middle School is a public school and is required to participate in the Massachusetts Comprehensive Accountability System (MCAS). All core academic classes follow curricula that are aligned with the Massachusetts Curriculum Frameworks. Students study content and practice skills that directly prepare them for success on the MCAS (and beyond). Specific and targeted MCAS preparation is provided in each core academic class. In addition, students take official MCAS practice exams and learn specific test-taking techniques and strategies throughout the year.

For the current academic year, the following MCAS exams will be given at Match Middle School:

- English Language Arts MCAS: 6th, 7th, and 8th grade, April 9 & 10, 2019 (Tentative)

- Mathematics MCAS: 6th, 7th & 8th grade, May 7 & 8, 2019 (Tentative)
- Science, Technology & Engineering MCAS: 8th grade, May 14 & 15, 2019 (Tentative)

Match Middle School does not administer the Independent School Entrance Exam (ISEE) or the Secondary School Admission Test (SSAT) and does not provide tutoring or preparatory practice for these exams. For more information on the ISEE, please go to [www.iseetest.org](http://www.iseetest.org). For more information on the SSAT, please go to <http://ssat.org>.

## 8 HOMEWORK POLICY

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Students should expect to have homework from each of their core academic classes every day, including on weekends and during school vacations. Students can expect about one hour of homework each day. Homework completion will be tracked daily. In addition, some homework assignments will be graded for completion or accuracy and be entered as a practice grade in gradebook.

All students are given an agenda book at the beginning of the school year. All Match Middle School teachers require students to record their homework assignments daily in the agenda book. If a student loses his/her agenda book, a new one must be purchased using school store points. Bringing an agenda book (and using it) helps students stay organized and helps build a critical non-academic skills.

Any student needing help with homework should take advantage of the various opportunities presented by Match Middle School. These include, but are not limited to, working on homework at study hall and meeting with individual teachers or tutors by appointment for assistance.

## 9 PROGRESS REPORTS

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Match Middle School issues four progress reports over the course of the school year; progress reports are mailed at the midpoint of each quarter (see section 3 Academic Calendar and Schedule for dates when progress reports are mailed). Progress reports are an important way to let students and their families know how students are performing academically between report cards. Students and families are encouraged to check grades more frequently by using PowerSchool, our online gradebook and student information system. ***All new families will receive instructions on how to log in and use their PowerSchool accounts at the start of the school year.***

## 10 REPORT CARDS

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Report cards are distributed at the end of every quarter and contain the final grades for that given quarter (see section 3 Academic Calendar and Schedule for dates when report cards are distributed). Students who receive below a 69.5 in any course will receive a phone call from the teacher of that respective course. If a student receives below a 69.5 in multiple courses, he/she is required to have a parent conference. There will be designated days for parent conferences, and a staff member from school will call home to schedule parent conference meetings. We appreciate parents' support in maintaining strong communication between the school and home, especially when a student is not succeeding academically. The aim of the parent-teacher conference policy is to ensure there is time to collaboratively plan how to improve a student's performance.

## 11 ENRICHMENT

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Match Middle School offers enrichment classes in order to provide opportunities for students to find success and explore their passions beyond core academic classes. Students will participate in an enrichment course two days a week. Participating in enrichment courses gives students multiple opportunities to grow intellectually, take healthy risks and explore new fields. Enrichment courses further engage students in the school community through providing joyful and meaningful experiences outside of the traditional classroom setting. Additionally, Enrichment courses provide opportunities for students to develop leadership skills and to build healthy relationships with adults.

The enrichment courses will change quarterly. We do our best to ensure that students receive an enrichment they are interested in. If a student is dissatisfied with their enrichment placement, they may request to switch enrichments by filling out a transfer request before the transfer deadline. Enrichments that will be offered in the 2018-19 school year may include but are not limited to:

Student government	Step	Arts and Crafts
Theater	Dance/ yoga	Relaxation and Mindfulness
Flag Football	Kickball	Crossfit
Anime/ Manga	Painting/ drawing	Photography
Developmental basketball	Wrestling (Boston Youth Wrestling)	Nature Walks

## 12 EXTRACURRICULARS

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Match Middle School believes that student participation in school-based student activities is very important. Extracurricular activity enhances students' lives while also strengthening their college applications. Selective colleges believe that participation in both school-based extracurricular activities and activities that are not affiliated with school are of great benefit to students. Match Middle School administrators are willing to work with students to help start new organizations and clubs. Students who are interested in getting involved in an extracurricular activity may speak with their advisor, an administrator, a teacher or an extracurricular staff or student leader to explore options.

Every organization and club is required to have at least one faculty supervisor. Extracurricular activities or clubs sponsored by the school operate in accordance with the Non-discrimination and Harassment Policy (Exhibit A) .

The following student activities are, or have been, offered at Match Middle School: Science Club, Boston Pulse (spoken word poetry), Anime club, step team and dance team. The list varies from year to year depending on staffing, student interest, and other factors. Match Middle School also partners with other outside organizations to enhance our students' middle school experience.

## 13 FIELD TRIPS

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Classes or extracurricular clubs at Match Middle School will occasionally go on field trips. Match Middle School may require certain behavioral or academic benchmarks to be met in order for students to qualify to participate in field trips. All field trips will require a permission slip to be signed by a parent or guardian.

We want parents to be involved in Match Middle School. Parents are encouraged to volunteer as chaperones for field trips. Volunteers must commit to following all applicable Match policies, including this Handbook, and to carefully following the safety guidelines provided by the school and staff. Volunteers are not permitted to bring other children on field trips as they will distract from the focus on the Match Middle School students.

## 14 SUMMER ACADEMY

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Students who are behind grade level academically may be required to attend three weeks of summer academy during July (see promotion policy/ grades). Families will be notified in the spring if their child is at risk of having summer academy and will receive additional information in June if their student must attend. In order to be promoted to the next grade, students must successfully complete summer academy by meeting attendance requirements and passing all summer academy classes.

## 15 RIGHTS OF STUDENTS WITH DISABILITIES\*

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Match provides services for students with disabilities in accordance with state and federal special education laws and regulations.

Special Education: Students who have an educational disability will receive special education services if the Student's IEP Team determines that he or she (1) is between the ages of 3 and 22; (2) has not obtained a high school diploma or its equivalent; and (3) has a physical, emotional or educational disability which keeps him or her from progressing effectively in a regular classroom even with accommodations. If the student is found eligible for special education services, an Individual Education Plan (IEP) will be developed by the student's IEP Team, of which the parents are key members. These services will be provided in the least restrictive environment as required by law and IEPs will be reviewed annually by the IEP Team.

The Special Education Director maintains all special education records in accordance with state and federal law, coordinates annual IEP reviews, organizes professional development for teaching and tutoring staff, coordinates weekly accommodation meetings with teaching faculty, and supports teachers and tutors in making appropriate curriculum, assessment, and instruction modifications. If a parent or teacher has concerns about a student's progress and would like to initiate the referral process, they should contact the Special Education Director.

Beginning at age 14 or sooner if determined appropriate by an IEP Team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals as required by law. When a student with disabilities reaches the age of 18, s/he must consent to his/her special education services. To receive copies of the state and federal laws and regulations governing the special education process, please contact the Special Education Director.

504 Accommodation Plans: Students found to have physical or mental impairments that substantially limit one or more major life activities (including learning) will receive a 504 Accommodation Plan that articulates and implements a program of instructional services, including general classroom accommodations, to assist such students who are educated in the regular education setting. A team of individuals knowledgeable about the

student (including the parent) reviews the nature of the student's disability to determine whether and how the disability affects the student's education, and determine the accommodations and/or services that are required. A variety of accommodations and services may be offered in accordance with 504 Accommodation Plans, which are reviewed periodically.

Parent Advocacy Committee: The Match Special Education Parent Advocacy Committee (PAC) serves as a parental advisory to Match on issues pertaining to the education and safety of children with disabilities. The PAC meets with Match personnel to participate in the planning, development and evaluation of the Match's special education programs. The PAC may also provide parents with resources and trainings to assist them in planning their child's educational program. The PAC has an elected chairperson and is a resource for all Match families, whether or not they have a child with identified special needs. For more information about the PAC, please contact the Special Education Director.

Discipline of Students with Disabilities: In addition to the due process protections afforded to all students (see the Student Discipline Policy (Exhibit E)), students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services, or students who have been found to have a disability that impacts upon a major life activity, as defined under Section 504, are entitled to increased procedural protections prior to imposing certain disciplinary consequences. For more information, please see the Discipline for Students with Disabilities Policy (Exhibit F).

## **16 IN-SCHOOL OBSERVATIONS\***

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In accordance with Massachusetts law, Match permits parents and their designees (such as parent designated independent evaluators and educational consultants) to conduct in-school observations of their student's current or proposed special and regular education program.

When a parent or designee wishes to conduct such an observation, the following procedures shall be followed:

1. The parent shall contact the Special Education Director or the Principal and request an observation. The parent will indicate the name of the person who will conduct the observation and the affiliation of that person to the child and/or parent.
2. If the request for the observation comes from someone other than the parent, Match will need to confirm with the parent the identity of the observer and ensure that the parent consents to the observation in writing. If the designee wishes to access the student's records, Match must also obtain written consent from the parent before allowing the designee to access the student's records in accordance with Massachusetts law and the Student Records Policy (Exhibit F).
3. Upon notification of the request for the observation, Match will provide timely access to the student's current or proposed educational program. The school will contact the parent and/or designee to schedule a mutually convenient time for the observation. Please be advised that there may be certain times of the year that the school generally will not schedule observations, such as during exams, due to the disruption the observation would cause during these particular time periods. If the observation is requested during one of these time periods, Match will work with the observer to find another mutually agreeable time for the observation.
4. The school will also discuss with the parent and/or designee in advance of the observation a reasonable time allotment for the observation. The observer will be permitted to observe both academic and non-academic activities if requested. Observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program to be observed.
5. Match is responsible to ensure the safety of its students at all times. If, in the opinion of the school, the observation threatens to compromise the safety of students, the integrity of the program being observed, or if there is a threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, the school may impose reasonable limitations and restrictions on the observation. Match will discuss these concerns with the observer prior to the

observation and make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation.

Match may exercise its discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of students or the program being observed.

## **17 HOME OR HOSPITAL INSTRUCTION\***

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Students who must be absent from school or remain in the hospital for medical reasons for 14 school days or more will be provided with educational services in the home or hospital. To be eligible for these services, students must obtain a physician's written order and be in the home or hospital for at least 14 school days in any school year. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the student's medical needs.

To obtain home or hospital services, parents should contact their child's Principal and provide the requested written documentation from the physician. Such educational services shall not be considered special education unless the services include requirements of the student's IEP.

In addition, if in the opinion of a physician, a student with disabilities is likely to remain in the hospital or at home for more than 60 days in any school year, the Special Education Director shall convene a Team within ten (10) school days to consider evaluation needs and, if appropriate, to develop or amend an IEP tailored to the student's specific circumstances.

# General School Information

## 1 FAMILY INVOLVEMENT

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Match Middle School is a community of students, parents, and school staff members. We believe in the importance of working hand in hand to make a positive impact on the academic and social growth of every child. Although the job of making decisions about school policy belongs to the Principal and School Leadership Team, family involvement is not only welcome, but absolutely critical to the success of the school. We want all parents to be actively involved in the education of their child.

One of Match Middle School's goals is to provide parents with regular communication to keep families fully informed of school happenings and how their student is doing. We need your help to succeed. *Please keep the front office informed of changes in phone numbers, addresses and/or email addresses immediately by calling (857) 203-9668.*

The **Match Middle School Parent Council** is open for all parents. Parent Council meetings are tentatively scheduled for the second Tuesday of every month from 5:30 to 6:30pm at Match Middle School. Families are notified of meetings via mass text message and all parents are invited to join or to attend. Any changes in this schedule will be communicated to parents via text. All meetings are held at Match Middle school and food is provided. Please reach out to the Front Office at (857) 203-9668 if you'd like to attend and you will require translation services.

The Parent Council is a collaboration between parents and school leadership. Members of the Parent Council have the opportunity to plan events and activities, raise important issues, and act as a sounding board on new policies and changes at Match. If you are interested in learning more, please contact the Front Office at (857) 203-9668.

## 2 HEALTH OFFICE\*

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Health Screenings: There will be mandatory health screenings during the school year for students in certain grades, including vision, hearing, height, weight (BMI-for-age) and scoliosis. If you would like to request that your child not participate in such screenings, please submit a written request to the school nurse. The results of these screenings will not be shared with individuals other than the parents without the parent's consent.

Immunizations: Massachusetts law requires that all students who are enrolled in school meet certain minimum immunization requirements. Students who do not provide up-to-date documentation of immunizations will be excluded from school in accordance with the law unless the student has obtained an exemption for medical or religious reasons.

Note: When a case of a vaccine-preventable disease emerges, susceptible individuals (including those with medical or religious exemptions) who are not vaccinated will need to be excluded for the appropriate time periods as outlined in Reportable Diseases, Surveillance and Isolation, and Quarantine Requirements (105 CMR 300.000).

Medication: The school nurse will only administer over-the-counter medications to students whose parents have provided written consent at the beginning of the school year. For additional copies of the appropriate form, please contact the school nurse.

Prescription medications must be delivered in the original pharmacy container or dispensing packaging to the school nurse and must be accompanied by a doctor's written order and parental written consent. A parent or another responsible adult must deliver the medication to the nurse's office. To obtain the appropriate consent form or a copy of the Administration of Prescription Medication Policy, please contact the school nurse.



Life Threatening Allergies: Match understands that some students have life-threatening allergies and is committed to minimizing the incidence of life-threatening allergic reactions. Parents must notify the school nurse about allergies via the appropriate form before the first day of school, and provide the school with epinephrine to administer to the student if necessary (see, “Medication,” above). The school nurse will develop an Individual Health Care Plan (IHCP) and Emergency Action Plan (EAP) with the student’s parent, and upon request, meet with the parent to discuss the child’s allergy. For more information, please see the Life Threatening Allergies Policy attached hereto as Exhibit J.

Illness: If the school nurse determines that a child needs to see a doctor or has a contagious illness, the student’s parent must pick up the child from school. In addition, Match has implemented standardized procedures for any Match students in grades 6-12 who participate in extra-curricular athletic opportunities at Match and suffer a head injury. To receive a copy of the Sports-Related Head Injuries Policy, please contact the school nurse.

Health and Sex Education: Match provides a comprehensive health education curriculum designed to provide students with the knowledge and skills to make responsible, well-informed personal health decisions. The health education curriculum covers a wide variety of topics, including human sex education and human sexuality issues. Under Massachusetts law, parents have the right to exempt their children from any portion of a curriculum that primarily involves human sexual education or human sexuality issues by submitting written notification to the Principal. For more information, please see the Parental Notification Relative to Sex Education (Exhibit I).

Substance Abuse: Match takes its role very seriously to proactively prevent substance use and abuse and to work with local stakeholders to provide students and families with information and identify those students who may be at risk. For more information, please see the Substance Abuse and Prevention Plan (Exhibit K).

### **3 COMPLAINT PROCEDURE\***

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Parent satisfaction is a priority at Match, and it is committed to addressing and resolving any parent concerns. If a problem arises, Match encourages the complainant to address the problem directly with the staff member(s) involved. If the complainant is dissatisfied with the proposed resolution, he/she should contact the Principal. If after conversations with the Principal, the complainant is not satisfied, he/she should contact the Chief Academic Officer. If the situation is still not resolved, the complainant may file a formal complaint with the Board of Trustees (the “Board”). The Board will have 45 days following receipt of the complaint to respond in writing and conduct an investigation to ensure that the school is in compliance with charter school law and regulations. If the Board fails to address the complaint to the complainant’s satisfaction, the party may submit the complaint to the Commissioner of Elementary and Secondary Education.

If an individual believes that the school has violated any federal or state law or regulation, he or she may file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education at any time.

### **4 STUDENT RECORDS\***

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Match follows all state and federal laws relating to the confidentiality, access, and amendment of student records. For more information about the policies and procedures around student records, please refer to the Student Records Policy (Exhibit G).

## 5 PARENTS RIGHT TO KNOW\*

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Parents have the legal right to request information from Match regarding the professional qualification of their children's classroom teachers, including:

1. Whether the teacher has met the Commonwealth of Massachusetts qualification criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which the Commonwealth of Massachusetts qualification criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

## 6 IDLING VEHICLES\*

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Operators of school buses and personal motor vehicles, including parents, students, employees, volunteers and visitors, are prohibited from idling such vehicles (leaving the engine on while the car is parked) on or within 100 feet of school grounds, unless an exception under 540 CMR 27.04 applies.

## 7 GIFT POLICY\*

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No Match employee may accept a gift worth \$50 or more in a calendar year when the gift is given because of the employee's public position, or because of some action the employee could take or has taken in his or her public role. Gifts worth less than \$50 may be accepted, but a written disclosure must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, it is permissible to accept homemade gifts without retail value because a reasonable person would not expect an employee to unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items, handpicked flowers, or handmade gifts worth less than ten dollars.

### Class Gifts

A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted if the gift is identified only as being from the class and the names of the givers are not identified to the recipient. The recipient may not knowingly accept an individual gift from someone who contributed to the class gift.

### Gifts for School Use

Gifts given to a Match employee solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, a Match employee who accepts such gifts must keep receipts documenting that such funds were used for classroom supplies.

## 8 TRANSPORTATION

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Match Charter Public School is provided transportation services for its students by the Boston Public School (BPS) system. As such, Match follows all BPS transportation policies.

BPS determines eligibility for their transportation services by the distance each student lives from school. In grades 6 and above, if a student lives less than 1.5 miles from the school, the student will not receive transportation assistance from BPS. If the student lives 1.5 miles or farther from the school, the student will receive BPS transportation. In grade 6, the default mode of transportation provided by BPS to eligible students is yellow school bus service. In grades 7 and 8, the default mode of transportation provided by BPS to eligible students is an MBTA student pass (M7) providing the student with free fares on MBTA subways and buses. Please see the BPS transportation website (<http://bostonpublicschools.org/transportation>) for more information.

Families may submit a waiver for their student in grade 7 or 8 to request yellow bus service instead of an MBTA student pass. Waivers for yellow bus service will ONLY be granted if there is room on the buses assigned to Match Middle School. Often, buses are at capacity with students who are initially assigned to the yellow bus - in this case, BPS will not allow families requesting waivers to send their students on the yellow bus.

If there is extra capacity on yellow buses, BPS will grant waivers if students travel for more than an hour on the MBTA to school, have more than 3 MBTA line transfers on their way to school, or families have a concern about the student's ability to safely travel to school on the MBTA.

In addition, once a student has switched from an MBTA pass to yellow bus service in a school year, they may not switch back. Please see the BPS transportation website (<http://bostonpublicschools.org/transportation>) for more information.

Families also may submit a waiver for their student in grade 6 to request a free MBTA pass instead of yellow bus service. However, once a student has switched from yellow school bus service to an MBTA pass, they may not switch back. Please see the BPS transportation website (<http://bostonpublicschools.org/transportation>) for more information.

### **BEHAVIOR ON THE BUS**

Match Middle School considers the school bus to be "an extension of the classroom." That means the Code of Conduct and Community Guidelines also apply on the school bus. Any actions that endanger the health, safety, or comfort of the other students or the driver will not be tolerated. Students who violate the Code of Conduct while on the bus may be disciplined and may be denied transportation. In most, if not all cases, there will be consequences for students who are included in written behavior reports from their bus driver to the school. The first written report the student receives will result in a warning with a phone call and letter sent home to the family. Each subsequent report for that student will result in a bus suspension. The first bus suspension will be a one day suspension, then the length of bus suspension will increase by two days with each written report, until a student has received a five day bus suspension, at which point a meeting with that students' family is necessary before moving forward with a potential bus removal for the year. Also, should a problem arise between multiple students on the bus, families must not take matters into their own hands. Families should notify the driver of the problem and also call the school to report the issue. The Dean of Students will then investigate the problem and determine appropriate outcomes. Should you have concerns with adults on the bus (drivers or bus monitors), please call the school; you may also call Boston Public Schools Transportation directly.

#### **While riding the bus, students must:**

- Remain seated when the bus is in motion
- Stay in one (sometimes school-assigned) seat for the entire ride unless asked to move by an adult
- Keep hands, head, feet and personal belongings inside the bus and out of the center aisle at all times
- Treat the other students, the driver, any monitors, and bus equipment with respect

- Keep the bus safe and clean
- Not have food or drink
- Use all forms of technology in an appropriate and safe manner, which means no photos, video recordings or social media usage.

## **9 CANCELATION DUE TO POOR WEATHER CONDITIONS**

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Match Middle School follows the weather cancelation decisions of Boston Public Schools. If Boston Public Schools is closed, Match Middle School will be closed. In the event of poor weather conditions, please listen to local television and radio stations for information about school cancelation. In addition, we will notify you via an automated message if school is canceled.

## **10 LOST/STOLEN PROPERTY**

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We strongly encourage families to ensure that students do not bring valuables or large sums of money to school. All articles left on campus will be placed in the Lost and Found. Unclaimed articles will be disposed of periodically. We make every reasonable effort to return all personal property to the student or a parent/guardian; however, the school is not responsible for replacing lost or stolen property, or for compensating the family for the value of that property. Please be sure all jackets, sweaters, sweatshirts, and other personal items are marked with the student's name. Any items that cause disruption to the classroom community will be confiscated.

## **11 LOCKER POLICY**

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Lockers are a convenience provided to accommodate a student's belongings. They are school property, should not be defaced or damaged, and are subject to search by school officials at any time. The security of a locker depends on the combination being kept private; it should not be shared with anyone. It is a student's responsibility to see that the locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers. A student having trouble with the operation of lock or locker should report the problem to the Director of Operations, the Dean of Students or their homeroom teacher.

## **12 VISITOR POLICY**

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To ensure the safety of students, the confidentiality of personal information, and the integrity of the learning environment, visitors are limited to:

- The parent/guardian of a current student;
- Other family members of a current student at the request of the parent/guardian;
- Individuals conducting an in-school observation (in accordance with the In-School Observations Policy, above)
- Individuals with official business invited by the school, including, but not limited to, community volunteers, student mentors, and guest speakers; or
- Former Match Middle School students, who may visit after school is dismissed (4:15pm on M-Th and 12pm on Friday)

All visitors must sign in at the school office and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds. Visitors shall not distract the teacher from instruction or otherwise interrupt the instructional process.

Student and adult spectators at school events that are open to the public are expected to model good sportsmanship and citizenship. A visitor to a school or school event who violates this policy may be asked to leave the event and may lose the privilege of coming on campus and attending future school events. The presence of unauthorized visitors on school grounds or in facilities may constitute trespassing and may subject violators to criminal prosecution under the laws of the State of Massachusetts.

## 13 STAFF DIRECTORY

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<b>Name (Last, First)</b>	<b>Email</b>	<b>Title</b>
Acevedo, Brenellys	Brenellys.Acevedo@matchschool.org	Front Office Manager
Adkinson, Dan	Dan.Adkinson@matchschool.org	Match Corps / MTR
Adrien, Melissa	Melissa.Adrien@matchschool.org	Nurse
Amado, Joao	Joao.Amado@matchschool.org	Associate Teacher
Bastien, Dominique	Dominique.Bastien@matchschool.org	Social Worker
Boucher, Jillian	Jillian.Boucher@matchschool.org	Match Corps Director
Bouma, Chandra	Chandra.Bouma@matchschool.org	Match Corps
Boyce, Dacie	Dacie.Boyce@matchschool.org	G6-8 Substantially Separate SPED Teacher
Brown, Jawad	Jawad.Brown@matchschool.org	G8 Math Teacher
Callaghan, Maggie	Maggie.Callaghan@matchschool.org	ESL Teacher
Carlson, Brenna	Brenna.Carlson@matchschool.org	G6 History Teacher
Carr, Siri	Siri.Carr@matchschool.org	G8 ELA Teacher
Carver, Jennifer	Jennifer.Carver@matchschool.org	G8 Math SPED Teacher
Casey, Devon	Devon.Casey@matchschool.org	Occupational Therapist
Cousino, Victoria	Victoria.Cousino@matchschool.org	Match Corps / MTR
Davids, Shaminika	Shaminika.Davids@matchschool.org	Match Corps
Davis, Joanna	Joanna.Davis@matchschool.org	Assistant Principal
Day, Tommy	Tommy.Day@matchschool.org	Operations Director
Drummond, Ian	Ian.Drummond@matchschool.org	Match Corps
Dugan, Paloma	Paloma.Dugan@matchschool.org	G6 Composition Teacher
Duquette, April	April.Duquette@matchschool.org	Performing Arts Teacher
Edholm, David	David.Edholm@matchschool.org	Match Corps

Farrell, Brian	Brian.Farrell@matchschool.org	Match Corps / MTR
Fasano, Gian	Gian.Fasano@matchschool.org	Match Corps / MTR
Ferrante, Michael	Michael.Ferrante@matchschool.org	G6 Math SPED Teacher
Germain, Lucille	Lucille.Germain@matchschool.org	G8 ELA Teacher
Goldberg, Jessica	Jessica.Goldberg@matchschool.org	ELL Coordinator
Hagood, Cherisse	Cherisse.Hagood@matchschool.org	Operations Manager
Hatcher, Carissa	Carissa.Hatcher@matchschool.org	Physical Education Teacher
Haughney, Sarah	Sarah.Haughney@matchschool.org	G7 ELA SPED Teacher
Hennessy, Susan	Susan.Hennessy@matchschool.org	Inclusion Aide
Husbands, Angelique	Angelique.Husbands@matchschool.org	G7 Math SPED Teacher
Johnson, Jacqueline	Jacqueline.Johnson@matchschool.org	G8 ELA SPED Teacher
Kataria, Rahul	Rahul.Kataria@matchschool.org	Match Corps
Killian, Joseph	Joseph.Killian@matchschool.org	G8 Math Teacher
Kim, Lydia	Lydia.Kim@matchschool.org	Match Corps
Lake, Kimberly	Kimberly.Lake@matchschool.org	Special Education Director
Lane, Shawn	Shawn.Lane@matchschool.org	G6 Math SPED Teacher
McGuire, Mary Stuart	MaryStuart.McGuire@matchschool.org	Match Corps
Medellin, Alexandria	Alexandria.Medellin@matchschool.org	G7 Science Teacher
Medor, Vanessa	Vanessa.Medor@matchschool.org	G6 Math Teacher
Mitchell, Desiree	Desiree.Mitchell@matchschool.org	G7 Composition Teacher
Moore, Jared	Jared.Moore@matchschool.org	G8 History Teacher
Moore, Jaumal	Jaumal.Moore@matchschool.org	Dean of Students
Morales, Carmen	Carmen.Morales@matchschool.org	G7 Math Teacher
Nugent, Elizabeth	Liz.Nugent@matchschool.org	Assistant Principal
O'Neal, Dana	Dana.O'Neal@matchschool.org	Principal
Odlum, Rayney	Rayney.Odlum@matchschool.org	Associate Teacher
Olukoga, Shedane	Shedane.Olukoga@matchschool.org	G6 Science Teacher
Pasley, Felicia	Felicia.Pasley@matchschool.org	Director of Student Support
Peaseley, Carter	Carter.Peaseley@matchschool.org	ESL Teacher
Perez, Carmen	Carmen.Perez@matchschool.org	Lunch Assistant

Petersen, Dan	Dan.Petersen@matchschool.org	Match Corps / MTR
Roche, Keenan	Keenan.Roche@matchschool.org	Match Corps
Rosinski, Jessi	Jessi.Rosinski@matchschool.org	Associate Teacher
Russell, Lavile	Lavile.Russell@matchschool.org	Associate Teacher
Santana, Emmanuel	Manny.Santana@matchschool.org	Dean of Students
Savage, Rachael	Rachael.Savage@matchschool.org	Match Corps
Shuman, Matt	Matt.Shuman@matchschool.org	Assistant Principal
Siegel, Dana	Dana.Siegel@matchschool.org	Speech and Language Pathologist
Simmons, Shanese	Shanese.Simmons@matchschool.org	Match Corps
Simon, Emma	Emma.Simon@matchschool.org	G6 ELA Teacher
Siordia, Celestina	Celestina.Siordia@matchschool.org	Inclusion Aide
Stein, Catherine	Catherine.Stein@matchschool.org	G8 Science Teacher
Sullivan, Justine	Justine.Sullivan@matchschool.org	G6 Math Teacher
Vazquez, Jaime	Jaime.Vazquez@matchschool.org	Associate Teacher
Vogt, Michael	Michael.Vogt@matchschool.org	G7 Math Teacher
Walthall, William	William.Walthall@matchschool.org	G7 History Teacher

# Code of Conduct

## 1 DEMONSTRATING CORE VALUES

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The purpose of our code of conduct is to uphold the Match Middle School Core Values of Scholarship, Growth, Community, and Responsibility. **Match Middle School believes that every single student can be successful and persist in school through to college and beyond. In order to be successful in school, students must develop and practice specific habits that lead to success, and they must behave in ways that support their own learning and that of their peers.**

Match Middle School expects that all community members - students, families, faculty, and staff - treat one another, themselves, and school space and property with dignity and respect, behaving in ways that allow those around them to focus and learn.

Community members are also expected to support a positive environment wherein every student can focus on improving themselves **academically, behaviorally and emotionally**, without unnecessary distractions.

All students, families, faculty, and staff will continuously work together to ensure that such respect is evidenced in the classroom, extracurricular activities, and the community.

To reinforce the respect that every member of the Match Middle School community is due and to nurture a school environment where learning and teaching can flourish, the Match Middle School Code of Conduct sets basic, though not exhaustive, expectations for students' behavior. The Code of Conduct defines basic rules, regulations, and reward and consequence systems designed to create a safe, positive, appropriate, and learning-focused environment for all students and adults at all times. The Code of Conduct encourages students to model the core values of Match Middle School: scholarship, growth, community and responsibility.

### **Earning Points**

Students will start each week with 0 points and can earn up to 100 points per week for:

- attending school on time
- turning homework on time

In addition, students can then add to their points balance by earning merits. Students are able to spend their points at the end of each week in the school store.

### **Examples of merit-earning behavior:**

Students who exhibit Scholarship could receive merit for behaviors such as:

- Displaying intellectual curiosity
- Using resources to accomplish a task
- Respectfully advocating for your own learning
- Having positive academic response to peer

Students who exhibit growth could receive merits for behaviors such as:

- Using self-reflection to improve decision-making
- Showing improvement through effort
- Persevering through a challenge

Students who exhibit a sense of Community could receive merits for behaviors such as:

- Mentoring/ tutoring a peer
- Volunteering to help
- Beautifying the school
- Including others in group

Students who exhibit a sense of Responsibility could receive merits for behaviors such as:

- Taking initiative
- Displaying leadership
- Doing the right thing
- Excellent professional posture

## **2 DEMERIT/ DEAN'S OFFICE REFERRALS**

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The Match Middle School demerit and Dean's office referral systems are used to give our students feedback on which behaviors create a safe, productive, and professional learning environment. It also provides data for Match Middle School staff to identify if a student needs extra support in meeting these expectations.

Demerits and Dean's office referrals will be given to students for the breaking or infringing of school and classroom rules and behavior that takes away from their learning or the learning of other students.

Each merit cancels out one demerit. If a student ends a day with 5 or more demerits they will serve a lunch detention the following day.

### **Learning Environment Expectations**



In order to preserve the integrity of the learning environment, certain expectations of professionalism hold across all Match Middle School classrooms and learning spaces.

Preparedness: *Students are expected to display scholarship and responsibility each day by arriving to class ready to engage in learning and with all necessary school supplies.*

Students must bring all supplies required by the teacher including, but not limited to: an agenda book, binder, independent reading book, writing utensils, classwork, notes, previously given assignments, and paper to write on.

On-task, productive behavior: *Classes at Match Middle School are focused and structured, maximizing every minute for learning. Students must display scholarship, responsibility and growth to meet the high expectations of classroom behavior.*

Students are expected to behave in a way that allows them and their peers optimal opportunities for learning, which requires them to refrain from disruptive behavior. Examples of class disruption include, but are not limited to:

- arriving late to class
- roaming the classroom without permission
- tipping in a chair
- speaking out of turn or when not called upon (“calling out”)

Repeated violation of this policy will result in a minimum consequence of one demerit.

Attentive behavior: *Exhibiting the scholarship necessary to meet the demands of Match’s rigorous schoolwork requires the commitment to listen closely, engage in deep thinking, and willingly meet the expectations of teachers and other adults.*

Students are expected to pay attention and follow directions. Repeated violation of this policy will result in a minimum consequence of one demerit. Examples include, but are not limited to:

- participating in off-topic conversations
- failing to pay attention to the teacher and to other classmates
- reading unauthorized material
- refusing to initiate or sustain work
- neglecting to follow classroom rules.

Professional behavior: *Acting in a mature, respectful and professional way in class and in the hallways demonstrates Responsibility.*

Students must keep hands and bodies to themselves, and horseplay is never allowed. Horseplay includes, but is not limited to:

- poking or jostling other students
- running in the hallways
- general roughhousing

Continual violation of this policy will result in a minimum consequence of one demerit. Students whose physical actions are deemed to be unsafe or threatening may earn stronger consequences.

Portable electronic devices: *Scholarship at Match Middle School requires total focus and commitment, and cell phones/electronic devices interfere with this effort.*

Bringing cell phones and other electronic devices to school is discouraged, as Match Middle School cannot be responsible for any student electronics that are lost, stolen, or damaged. Parents/guardians can always call the school if they need to deliver a message to their child.

- If students do bring cell phones and other portable electronic devices to school the device must be turned off and secured in the student's locker or given to a Dean to be locked in a safe place. They should neither be seen nor heard. They must remain turned off and secured in a locker throughout the school day. They may not be used in the school building or charged in the school building (including in offices or classrooms).
- The first time a cell phone or other portable electronic device is seen or heard (whether being used by the student at the time or not), the student will be referred to the Dean's Office where the device will be confiscated. The student may collect the phone from the Dean of Students at the end of the day. This will result in a lunch detention and a 15 point deduction from the student's points bank.
- The second violation of this policy, a parent or guardian may be required to come to the school to retrieve the device. Further infractions, at the discretion of the Director of Student Support, may incur more severe penalties.
- If a student refuses to turn over a phone when requested by the Dean's Office, the student will be issued an Administrative Detention. The Director of Student Support will determine if a greater consequence will be administered on a case-by-case basis.

Depending on the circumstances of a cell phone's use in school (including, but not limited to: use during tests and quizzes; accessing of inappropriate content; or cyber-bullying or harassment), the Principal, Director of Student Support or Dean of Students has the discretion to assign a more severe consequence.

### **Academic Responsibility & Integrity Expectations**

*Students show scholarship by completing their own work according to expectations and citizenship by expecting their peers to do the same.*

Timely Work Submission: *Students who turn in their work on time and in an appropriate fashion demonstrate commitment to their learning.*

Students are expected to complete the work they have been assigned in the manner the teacher has requested:

- Match Middle School students who do not turn in homework in the manner they are directed will not earn points in their points bank for each assignment they have not completed and/or turned correctly.

Academic Integrity: *Ensuring submitted work represents independent thought is an important element required for demonstrating scholarship.*

Students must do their own work. Match Middle School considers cheating and plagiarism of any kind a serious offense.

- Plagiarism has occurred when an individual has used or passed along ideas or writings of another as one's own. Cheating includes any action which gives a student improper access to answers on an assignment or assessment or gives a student a grade that he or she did not earn.
- Plagiarism includes copying another student's assignment or allowing someone else to copy one's assignment.

Failure to adhere to these policies will mean the student has cheated or plagiarized. In all situations, even when students have collaborated with permission, individual student work must be in the student's own words and cannot show evidence of having been directly copied from another source.

Students who completed their own work, but willingly allowed another student to copy it, are also considered to have cheated on the assignment.

The Principal and/or their designees will determine which students were complicit when plagiarism or cheating has occurred. The following outlines the consequences for the first, second and third offenses of plagiarism and/or cheating.

### *First Offense*

- The student(s) receive a zero on the assignment. Student(s) earns a referral to the Dean's office and a minimum consequence of one Lunch Detention.
- The teacher will notify parent/guardian of the student's(s') offense.

### *Subsequent Offenses*

- The student(s) earns a serious consequence at the discretion of the Principal, Director of Student Support or Dean of Student.
- The teacher will submit an incident report along with two copies of all plagiarized work to the Principal, Director of Student Support or his/her designee to be filed in each involved student's permanent records.

Computer and Network Use Expectations: *Students demonstrate responsibility by respecting their school's property, including its computers and networks.* Students are required to follow the Acceptable Use Policy (Exhibit H) and be careful, honest, and responsible in the use of the school's network and computer resources. As such, students are expected to use the school's computers for educational purposes only, while displaying scholarship and responsibility typically expected of the student body. Any instance of cyber-bullying using school resources will be treated as bullying. As such, Match's Bullying Prevention Policy (Exhibit B) will apply. Furthermore, any instance where a computer or the network is used to violate any other section of the discipline code, the penalties of those infractions may supersede these or be considered in addition to the consequences laid out below.

### *First Offense*

The first time a student is found to be in violation of the Acceptable Use Policy, he or she may earn either a Lunch detention or Administrative detention, depending on the severity of offense.

### *Second Offense*

The second time a student is found to be in violation of the Acceptable Use Policy, he or she may earn an additional consequences, and computer use privileges may be revoked at the discretion of the Director of Student Support.

### **Respect Expectations**

The Match Middle School community is based on respect. Respect is shown through choices, words and actions. **If a student chooses not to respect other students, the staff, the learning environment, the school bus, or the greater community, he or she may earn a Lunch detention or more severe consequences. Extreme disrespect may earn more severe consequences.** Students who endanger or threaten to endanger others will face disciplinary consequences.

Students are expected to report when they know or have reason to believe that another member of Match Middle School's community is endangered or may be endangering others. The four types of respect expected of Match Middle School students are laid out below:

Respecting Staff: *Respecting faculty, staff, guests, and volunteers is one way that students show scholarship and commitment to their learning.* Examples of disrespect of staff include, but are not limited, to: using inappropriate language, yelling, lying, being confrontational, and refusing to follow instructions.

Respecting Other Students: *Students show a sense of community by respecting their peers, and they show courage by treating every classmate equally.* Examples of disrespect of students include, but are not limited to: taunting, slapping at, and intimidating others; using foul language; and using derogatory racial terms, language with sexual connotations, or otherwise offensive language. Threats and other verbally or physically abusive behavior (including harassment and bullying) carry more severe consequences as set for the in the Non-Discrimination and Harassment Policy (Exhibit A) and the Bullying Prevention Plan (Exhibit B).

Respecting the School: *Students show a sense of community by respecting all aspects of the school, which includes school facilities, systems, and routines.*

Examples of disrespect of school include, but are not limited to: late arrival to class, neglecting to pick up one's trash, damaging or defacing any school property or school bus, or taking teachers' supplies and materials without permission.

- Students are also expected to use class materials carefully, and as instructed by the teacher. If materials are wasted or damaged from misuse or a lack of proper care, students will be responsible for the cost of repairing or replacing them.
- Vandalism to school property will immediately result in a conference with the student, his/her parents or guardians and the Director of Operations and a Dean of Students. The offending student(s) will pay for the damage. Vandalism and graffiti may result in a consequences, at the discretion of the Director of Student Support.

Respecting the Greater Community: *Respecting our neighbors shows care for our broader community.*

Any reports of disrespect in the community areas surrounding Match Middle School will be investigated. Many Match Middle School students arrive at school via the MBTA's Green Street or Forest Hills Stations. These stations, and the businesses around them, are private property and must be respected. Students are required to follow rules set by the managers of these properties, and may earn school-based consequences if they do not. Students are also expected to treat all private and public properties near the school with respect, and will earn consequences if they do not.

#### **Dean's office Referrals:**

Consistently respectful behavior facilitates learning of every student in the classroom and allows every member of the classroom community to feel safe. Students who are excessively disruptive or disrespectful may be referred to the Dean's office to ensure that their classmates' learning is not compromised. Match Middle School staff will make all reasonable efforts to encourage student to discontinue or modify unexpected behavior. If these efforts have failed staff will refer students to the Dean's office. The decision to refer a student to the Dean's office is determined by the the egregiousness of the behavior, persistence and/or the repetition of the unexpected behavior, the degree of disruption, and motivation or intent of the behavior. The goal of a referral to the Dean of Students is always to help the student reflect on negative and unexpected behavior, assist students in identifying ways to be productive and successful in the learning environment, and to hold students accountable for any behavior that does not uphold the Match Middle School core values.

When a student is referred to the Dean's office for any behavioral reason, the student will be required to call a parent/guardian to inform them that they have disrupted the learning of themselves and others and therefore can not be in the classroom. When necessary, this phone call will be followed up with a call from the teacher at the end of the day. The referring teacher will also follow up with the student about their behavior and welcome them back into their class.

Students who have been referred to the Dean's office will earn at minimum a lunch detention and a 15 point deduction on their character report.

The Code of Conduct applies to students when they are in school, participating in extracurricular activities/school-sponsored events in or out of the school, and traveling to and from school and school events. To respect the confidentiality of all of our students and families, we are not at liberty to discuss the disciplinary actions taken regarding students other than your own.

**Mandatory Support Schedule**

Type of Detention	Time
Lunch Detention	12:10-12:32 p.m. (Mon- Thur) 11:15-11:32 (Friday)
Administrative Detention	4:15-5:15 p.m. (Wednesday) or 12:15-1:15 (Friday)
Saturday Behavior Support	2nd and 4th Saturday of Every Month 8:00 a.m. - 12:00 p.m.

Detentions begin promptly according to the schedule above. Late arrival to Lunch Detention or improper behavior during Lunch Detention may lead to a referral to the Dean’s Office where the student may earn more severe consequences.

**Notice of Detention**

Parents/guardians will receive a phone call and/or a text through the school’s automated messaging system if a student is required to serve a Lunch Detention. If a student has earned an Administrative Detention parents/guardians will receive a phone call from the Director of Student Support or the Dean of Students.

**Missing Mandatory Detention**

Students may only miss Mandatory Detention if they have a medical or legal appointment, or if they have obtained special permission from the Principal, the Director of Student Support or her/his designee. In the event that a student has a medical or legal appointment that conflicts with the serving of Mandatory Detention on a specific day, documentation must be presented when the student arrives at school the next day. Documentation is typically in the form of a note from the office of the medical practitioner or other official and must be on letterhead. A parent/guardian note certifying that a student attended an appointment is not enough. If proper documentation is not presented the following day, Match Middle School will consider the Mandatory Detention in question skipped, and the student will earn consequences as follows:

- All students will earn Saturday Behavior Support if they skip any Mandatory Administrative Detention.
- All students may, at the discretion of the Principal, the Director of Student Support or her/his designee, earn consequences up to and including suspension if they skip Mandatory Saturday Behavior Support.

Students will not be admitted to Mandatory Administrative Detention more than five minutes late. If they are more than five minutes late, they will be sent home and will earn a consequence for skipping Mandatory Administrative Detention.

### **Mandatory Administrative Detention**

Students in Mandatory Administrative Detention are required to follow the rules announced by the Mandatory Administrative Detention monitor. Students complete a reflective assignment or, at the discretion of the Director of Student Support, may be assigned other tasks. When finished with required tasks, students must do homework or read silently. Students who do not successfully complete requirements may receive a lengthier session, additional consequences, or the assignment of Mandatory Saturday Behavior Support. Although Administrative Detentions generally occurs after school, the Principal or her/his designee may, at his or her discretion, assign alternative methods for serving the Mandatory Administrative Detention (including but not limited to community service, meeting with a teacher or parent, removal from extracurricular activities, revocation of other non-academic privileges, etc.)

### **Mandatory Saturday Behavior Support**

Mandatory Saturday Behavior Support, earned when:

- Any student commits serious behavioral offenses, at the discretion of the Director of Student Support or her/his designee
- Any student who has accumulated an excessive number a Dean's office referrals within a week. Usually three or more referrals in one week qualifies as excessive.

Students in Mandatory Saturday Behavior Support are expected to complete a reflective assignment or, at the discretion of the Director of Student Support, may be assigned other tasks. When finished with reflective assignment, students will be assigned academic work or a community service task. Students who do not successfully complete requirements may receive a lengthier session, additional consequences.

Mandatory Saturday Behavior Support begins promptly at 8:00 a.m. and ends at 12:00 p.m. If a student arrives between 8:00 a.m. and 8:30 a.m. he/she will be admitted, but will earn an additional ½ hour of Mandatory Saturday Behavior Support as a result of tardiness. Students are required to serve a full four hours at Mandatory Saturday Behavior Support. For example, if a student arrives at 8:15 a.m. he/she is required to serve Mandatory Saturday Behavior Support until 12:30 p.m.

If a student arrives to Mandatory Saturday Behavior Support after 8:30 a.m., he /she will not be admitted. Arriving 30 or more minutes late to Mandatory Saturday Behavior Support, being removed from Mandatory Saturday Behavior Support, or not attending Mandatory Saturday Behavior Support may earn a student further consequences at the discretion of the Director of Student Support and Dean of Students.

## **3 SCHOOL DRESS CODE**

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We believe that all students have the right to a safe, healthy school environment. Match Charter Public Middle School uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the school community, and assists in developing pride in representing the school. We recognize students' right to express individuality must be balanced with the need to create a positive learning environment with minimal distractions. The following is the uniform policy that is endorsed and committed to be enforced by Match Charter Public Middle School. Students who come to school out of uniform may be asked to wear clothes provided by the school. If the school does not have a uniform available for the student to borrow, parents will be called to deliver a uniform to the school. Students will be prohibited from attending class until clothes that meet the uniform policy are provided. Repeated disregard of school uniform policy may result in disciplinary action.

Match Charter Public Middle School Uniform Recycling encourages families to pass on outgrown uniform clothing and/or to take uniform clothing that others have outgrown. This helps the planet earth by reducing waste, and it helps families reduce costs. In the event that financial hardship makes it difficult for parents to meet the school uniform policy, Match Charter Public Middle School. will review each case and may provide support for the family toward the school uniform commensurate with need. Families are encouraged to bring any items about which they have questions to the school office before removing the tags or wearing the items.

**Match Middle School Formal Uniform**

Formal uniforms can be worn any day of the week. Students must be in full formal uniform. They may not combine formal uniform items with fitness uniform items e.i. Polo shirt must only be worn with dress pants. ¾ zip sweatshirts are the only exception and maybe worn with either uniform

**Shirts and Sweaters**

- Light blue polo shirt with Match logo
- Royal blue polo shirt with Match logo
- Navy blue polo shirt with Match logo
- White polo shirt with Match logo
- Light blue long sleeve Oxford shirt with Match logo
- Blue cardigan sweater with Match logo
- Navy blue fleece zip up sweater with Match logo
- Grey fleece zip up sweater with Match logo
- Match club and athletic jackets and sweaters
- Undershirts worn underneath the school polo must be plain white, black, or navy, or match the color of the student’s polo shirt.

- No shirts besides those specified can be worn underneath a Match sweater or jacket
- No patterns, graphics or words on the undershirts.
- The undershirt must not be oversized.
- Undershirts and polo shirts must be tucked in.
- Any underclothes must not be visible in any way through the school polo.

**Pants, Skirts and Shorts:**

- Khaki, Navy or black -colored dress pants such as Dockers (straight leg or regular fit only).
- Khaki, black, or navy blue knee length skirt
- Khaki, black, or navy blue knee length shorts (after April break *only*)

- Pants and skirts must always be worn at the waist
- Students may not wear pants that are low-rise, flare, bell-bottom, cargo (more than two front pockets and two back pockets), carpenter, joggers, skinny or wide-legged, overly tight or baggy, or made of denim or corduroy.
- Students may not wear clothing with logos, unless it is a Match logo or a small dress pant logo (ex. Dockers) on the rear pocket.
- Belt buckles must be professional and not oversized or distracting.

**Match Middle School Fitness Uniform**

Fitness uniform can be worn any day of the week. Students must be in full fitness uniform. They may not combine fitness uniform with regular uniform e.i. Gray fitness t-shirt must only be worn with navy fitness pants.

<ul style="list-style-type: none"> <li>● Gray Fitness T-Shirt with Match Logo</li> <li>● Navy fitness pants with Match Logo</li> <li>● Optional: Match ¼ Zip Sweatshirt</li> <li>● Optional: Match club and athletic jackets</li> </ul>	<ul style="list-style-type: none"> <li>● Pants must fit properly, not too big/ baggy or tight.</li> <li>● Pants must be worn around the waist.</li> </ul>
<b>Footwear</b>	
<p>All shoes must be close-toed, flat shoes of any color, laces must be tied neatly and professionally and any Velcro straps must be strapped in neatly.</p>	<ul style="list-style-type: none"> <li>● No sandals, flip-flops/ “slides”, high heels open-toed shoes, slippers, sling-backs moccasins.</li> <li>● No shoes with wheels (Heeley’s)</li> <li>● No shoes that light up</li> <li>● Students may wear boots to school in the winter. They <u>must</u> be worn under uniform pants.</li> </ul>
<b>Other Dress Code Details</b>	
<ul style="list-style-type: none"> <li>● <b>Religious Exemptions:</b> Students may, with permission from one of the principals, wear other clothing for religious purposes.</li> <li>● <b>Headgear and Accessories:</b> Prohibited headgear includes, but is not limited to hats, do-rags, skullcaps, head scarves, or other head coverings. A student who wears a hat to school must either leave it their locker. Hats cannot be affixed to backpacks and carried around in the school buildings. If students need to cover their heads for non-religious reasons, they must have a note from a medical professional on official letterhead.</li> <li>● We recommend that each student own a Match sweatshirt or cardigan to ensure comfort in class as temperatures can fluctuate slightly. Non-Match sweatshirts or cardigans are not allowed.</li> <li>● Students may not wear any clothing or accessory that might disrupt learning or that does not conform to standards of health, safety, and cleanliness.</li> <li>● Jewelry may be worn as long as it does not distract or prevent students from learning.</li> <li>● Jewelry must be modest and professional including no writing other than the student’s proper name, and be no wider than an inch (size of a US quarter). Jewelry must not light up, flash or make excessive noise.</li> <li>● Chains and necklaces may only be worn beneath students’ shirts, and may need to be removed for Fitness class.</li> <li>● Please keep in mind that students are held accountable for any messaging worn on bracelets, shirts, hats, etc. Wearing a statement will receive the same consequences as saying the statement aloud.</li> <li>● Clothing or Jewelry containing inappropriate content will be confiscated and returned to the child’s parent at the end of the school day.</li> </ul>	



### College Pride and Dress-Down Days

Each Friday, all students who have the opportunity to use their points to purchase college pride dress (120 pts) or full dress down (300 pts).

Even though the dress code does not apply on these days, please be aware that there are limitations to dress options. Dress is to be appropriate for the classroom. Headgear and footwear policies still apply.

Students who purchase College Pride Dress must wear a shirt from a recognized college or university.

The following items are never allowed, even on College pride or Dress-Down Days:

- clothing that is too revealing, including but not limited to: spaghetti straps, cropped or low-cut shirts, low-riding pants, short shorts, skin-tight clothing, visible undergarments, and skirts more than two inches above the knee and garments that are too tight
- offensive, inappropriate, violent, or aggressive wording, symbols or statements on clothing

## 3.1 Uniform Purchasing

**College Hype located at 540 Gallivan Blvd. in Dorchester 02124 at (617) 282-8883.** Orders may be placed by phone or online and can be shipped home or picked up in-store. A limited number of uniform items will be for purchased at Match Middle School. Please Contact Felicia Pasley, the Director of Student Support for more information.

## 4 SMOKING POLICY\*

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The possession, use, and display of any tobacco product, paraphernalia or electronic nicotine delivery system is prohibited on Match campuses and within 500 feet (approximately the length of 1.7 football fields) of Match property by employees, consultants, contractors, visitors, parents and students at all times. This includes school buildings, administrative offices, restrooms, elevators, stairways, hallways, conference rooms, athletic fields, school buses and transportation vehicles, parking lots, sidewalks/walkways, and all other enclosed or outdoor areas on Match premises. Supplying tobacco products, paraphernalia or electronic nicotine delivery systems to Match students is strictly prohibited. This policy applies to off-campus school sponsored events and extra-curricular activities such as field trips and sporting events. Violators may be subject to civil penalties and/or disciplinary action.

## 5 SCHOOL SEARCHES\*

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Match authorizes the Principal and the Principal's designee(s) to conduct searches of students and their belongings if there is a reasonable basis to believe that the search will result in evidence that the student has violated the law, Match rules or policies, or otherwise constituted a threat to the health, safety, welfare, or values of Match, other students, school personnel, or any other person lawfully on school property or attending a school function.

Students have no reasonable expectation of privacy rights in school cubbies, desks, lockers, other school storage places, or other school property. Match exercises overriding control over such Match property, and Match employees may open and inspect any such property. In authorizing and conducting searches, Match acknowledges state and federal constitutional rights that are applicable to personal searches of students and searches of their possessions.

Match may use video camera surveillance in hallways, stairwells, entrances and other locations in which employees and students have no reasonable expectation of privacy. Such video recordings may be used for safety and disciplinary purposes. In addition, Match may video- and audio-record classrooms for professional development purposes. Parents who do not wish their children to be audio recorded should make a written request to the Executive Director.

## **6 ANTI-HAZING\***

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Match is required by law to communicate the Massachusetts Anti-Hazing Law to every student in grades 6-12. Students who participate in hazing, or fail to report hazing are subject to disciplinary consequences. For a copy of the Massachusetts Anti-Hazing Law and the Match policy on hazing, please refer to the Anti-Hazing Policy (Exhibit C).

## **7 PHYSICAL RESTRAINT\***

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Match is required to follow all state laws around the use of physical restraint on students. Physical restraint will be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, with extreme caution and in the least intrusive manner possible. For more information about physical restraint, please refer to the Physical Restraint Policy (Exhibit D).

## **8 DISCIPLINARY DUE PROCESS\***

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Match is committed to following all applicable state laws when issuing suspensions and expulsions. For more information about Match's disciplinary policies and procedures, please refer to the Student Discipline Policy (Exhibit E) and the Discipline for Students with Disabilities Policy (Exhibit F).

# Exhibits

## EXHIBIT A

### Non-Discrimination and Harassment Policy for Students of: MATCH CHARTER PUBLIC SCHOOL

#### ***Non-Discrimination***

Match Charter Public School (hereinafter referred to as "Match") does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"); on the basis of sex (including sexual assault and sexual harassment), in accordance with Title IX of the Education Amendments of 1972 ("Title IX"); on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990; or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974. In addition, no person shall be discriminated against in admission to Match 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, or proficiency in the English language or a foreign language or academic achievement, or homelessness, as required by M.G.L. c. 71, §89(m); 603 CMR 1.06(2). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by the school on the basis of race, sex, color, gender identity, religion, national origin, sexual orientation or homelessness as required by M.G.L. c. 76, § 5. Match does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment on the basis of 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 or academic achievement, homelessness or any other consideration made unlawful by any federal, state or local laws or regulations. Questions about sex discrimination and Title IX should be directed to the Title IX Coordinator at [TitleIXCoordinator@matcheducation.org](mailto:TitleIXCoordinator@matcheducation.org).

Match further considers LOW EXPECTATIONS based on language proficiency, race, color, disability, sex, religion, national origin, sexual orientation or homelessness a form of **discrimination**. Match believes all of its scholars can succeed in college, regardless of their background. Match's "NO EXCUSES" ethic means **all** scholars will be expected to succeed academically and adhere to Match policies.

Further, extracurricular activities sponsored by Match shall be non-discriminatory such that (1) Match provides equal opportunity for all students to participate in intramural and interscholastic sports and (2) extracurricular activities or clubs sponsored by Match do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, gender identity, disability or homelessness.

#### ***Harassment***

Harassment by employees, students, vendors, volunteers and other individuals at Match or at school-sponsored events is unlawful and is strictly prohibited. Match requires that all employees, volunteers and students conduct themselves in an appropriate manner with respect to all members of the school community.

Harassment can take the form of offensive jokes, slurs, comments, innuendoes, notes, displays of pictures or symbols, gestures, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures or other conduct that offends or shows disrespect to others based upon 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 or academic achievement, or homelessness.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. It is a verbal, physical or visual behavior where the purpose or effect is to create an offensive, hostile or intimidating environment. Some examples of sexual harassment are:

1. Acceptance of or submission to such conduct is made as a term of education, whether explicitly or implicitly.
2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with a student's education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

The legal definition of sexual harassment is broad and in addition to the above examples, 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 may also constitute sexual harassment. Furthermore, sexual violence perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, use of drugs or alcohol, or intellectual disability), including rape, sexual assault, sexual battery and sexual coercion are forms of sexual harassment.

In addition, retaliation against an individual who has brought harassment or other inappropriate behavior to the attention of Match or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Match.

Incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Match will 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.

***Complaints of Harassment and Discrimination:***

If you believe that you are a victim of harassment by a Match employee or volunteer, another student at Match or a third party, immediately report the incident to the following individuals:

- For alleged violations of Title IX including sexual harassment, sexual violence, and gender-based harassment: Anne Healy, Chief Financial Officer and Title IX Coordinator, 215 Forest Hills Street, Jamaica Plain, MA 02130, (617) 529-7284, anne.healy@matcheducation.org.
- For alleged violations of Section 504 and Title VI: The Special Education Director or the Principal of your school.
- For all other incidents of harassment or discrimination: the Principal of your school.
- If the person designated above is the aggressor, report the incident to Jennifer Block, General Counsel, 215 Forest Hills Street, Jamaica Plain, MA 02130, (617) 921-4765.

Match staff will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain the confidentiality of both the complainant and the alleged aggressor to the extent practicable under the circumstances. Match will inform the complainant that its ability to respond to an allegation of harassment may be limited if the student requests that his or her name not be disclosed and that it will take steps to prevent and respond to retaliation. However, if the student still requests confidentiality, Match will investigate and respond to the complaint while respecting the student's request as long as doing so does not

prevent the school from responding effectively to the harassment and preventing harassment of other students. In addition, if a student accuses an employee of sexual harassment, and the alleged harasser would need access to the name of the accuser and the nature of the allegation in order to defend him or herself in accordance with his or her federally protected due process rights, Match's ability to impose disciplinary action against such an alleged harasser may be limited.

The investigation will include a private interview with the person filing the complaint and with possible witnesses. Match will also interview the person alleged to have committed the harassment.

During the investigation, it may be necessary for Match to take measures to separate the alleged harasser from the complainant in order to eliminate from the school environment the harassment about which the complainant has complained. Match will monitor any interim measures that it takes throughout the investigation.

Match will inform the alleged aggressor and the complainant of the outcome of its investigation. Generally, the complainant will not be informed of the sanction or discipline imposed on a student who engaged in harassment due to the aggressor's rights under the Family Educational Rights and Privacy Act. If it is determined that harassment has occurred, Match will act promptly to eliminate the offending conduct and put measures in place to prevent such conduct from recurring. In addition to addressing the specific incident, Match will work to eliminate any hostile environment created by the harassment. In determining the appropriate response, Match staff will consider various factors, including the characteristics and circumstances of the target, the nature of the incident, and the environment in which the incident occurred. Where appropriate Match may do one or more of the following: separate the aggressor from the target, provide counseling for the aggressor and/or target, reaffirm its policy against harassment, train faculty on appropriate responses to harassment, provide programming for students on the harmful effects of harassment, and/or impose disciplinary action against the aggressor. Match will follow up with harassed students and their families to find out whether there have been any new incidents of harassment or instances of retaliation and will act promptly to address any problems.

In cases involving sexual assault, Match staff will follow the procedures set forth in the Child Abuse and Neglect Policy set forth in the Match Education Employee Handbook.

If you believe that an act of retaliation has been committed against you for bringing harassment or inappropriate behavior to the attention of Match or for cooperating in an investigation of a complaint under this policy, please use the complaint procedures set forth above.

Please note: If you are not satisfied with Match's response, you may file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel. You may also contact the state agencies responsible for enforcing laws prohibiting harassment or discrimination in schools: the Massachusetts Department of Education, 350 Main Street, Malden, MA ((781) 388-3300) and the Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, MA ((617) 994-6000). The agency responsible for enforcing the federal law prohibiting harassment on the basis of sex is the Office of Civil Rights within the United States Department of Education, which is located at the John W. McCormack Building, 5 Post Office Square, Boston, MA ((617) 289-0111).

(Updated: June 14, 2018)

## EXHIBIT B

### Bullying Prevention Plan for MATCH CHARTER PUBLIC SCHOOL

#### I. LEADERSHIP

*School leadership at all levels of Match Charter Public School (“Match”) plays a critical role in developing and implementing the Bullying Prevention Plan (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 School Staff to be civil to one another and promoting understanding of and respect for diversity and difference. Leaders are responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to Bullying (as defined in Section VIII, below). Leaders 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 (as defined in Section VIII, below), 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.
- a. **Teachers, School Staff, professional support personnel, school volunteers and administrators** will be emailed the draft plan each summer and will be given a deadline to provide feedback to leadership.
  - b. **Community representatives and local law enforcement agencies** will be given notice and a deadline for providing comments to leadership.
  - c. **Students, parents and guardians** will be notified of the draft plan and will be given an opportunity to provide feedback to leadership at Parent Advisory Council meetings (for parents) and school meetings (for students).
- B. Assessing needs and resources. This Plan is 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 School Staff, 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, training programs, and behavioral health services. This “mapping” process will assist leadership 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.

At least once every four years Match will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, Match will annually report bullying incident data to the Department and will update the Plan at least biennially.

Leadership will conduct a needs assessment using the following techniques: 1) surveying students, School 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 assessments will be conducted through in-person individual and group meetings in the spring and early summer, allowing leadership adequate time in the summer to implement new strategies. The Responsible Administrator (as defined below) of each Match school will together take ownership over conducting and responding to this needs assessment.

- C. Planning and oversight. For purposes of the Plan, “Responsible Administrators” shall mean, for Match High School (“MHS”), the Executive Directors or principals or his or her designee; for Match Middle School (“MMS”), the School Directors and Deans of Students or his or her designee; and for Match Community Day (“MCD”), the principal, assistant principal, Director of Operations or his or her designee. Responsibility for various aspects of the plan will be taken by the following administrators:

- 1) Receiving reports on Bullying – **Each school’s Responsible Administrator**
- 2) Collecting and analyzing building- and/or school-wide data on Bullying to assess the present problem and to measure improved outcomes – **Each school’s Responsible Administrator**
- 3) Creating a process for recording and tracking incident reports, and for accessing information related to Targets (as defined in Section VIII, below) and Aggressors (as defined in Section VIII, below) – **Each school’s Responsible Administrator**
- 4) Planning for the ongoing professional development that is required by the law – **Each school’s Responsible Administrator**
- 5) Planning supports that respond to the needs of Targets and Aggressors – **Each school’s Responsible Administrator**
- 6) Choosing and implementing the curricula that the school or district will use – **Each school’s Responsible Administrator**
- 7) Developing new or revising current policies and protocols under the Plan, including an Acceptable Use Policy, and designating key staff to be in charge of implementation of them – **Each school’s Responsible Administrator**
- 8) Amending student and staff handbooks and codes of conduct – **Each school’s Responsible Administrator**
- 9) Leading the parent or family engagement efforts and drafting parent information materials – **Each school’s Responsible Administrator**
- 10) Reviewing and updating the Plan each year, or more frequently – **Each school’s Responsible Administrator**

- D. Priority statement: The mission of Match is to prepare its students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. We intend this school to serve a large number of English language learners. To that end, we are committed to providing all students with a safe learning environment that is free from Bullying, including Cyberbullying (as defined in Section VIII,

below). 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 School Staff.

A. Annual School Staff training on the Plan. Annual training for all School Staff on the Plan will take place each summer. Training will include School Staff duties under the Plan, an overview of the steps that the Responsible Administrator will follow upon receipt of a report of Bullying or Retaliation (as defined in Section VIII, below), and an overview of the Bullying prevention curricula to be offered at all grades throughout the school. 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 School Staff to create a school climate that promotes safety, civil communication and respect for differences. Professional development will build the skills of School Staff members to prevent, identify, and respond to Bullying. As required by M.G.L. c. 71, § 37O, the content of 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. Leaders at Match will provide all School Staff and volunteers with an annual written notice of the Plan by publishing information about it, including sections related to School Staff duties and Bullying of students by School Staff, in the Employee Handbook.



### III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of Targets, Aggressors, families, and others are addressed. The following strategies will be used to provide support and services necessary to meet those needs.

- A. Identifying resources. All staff at Match will work to support the creation of positive school environments. Early interventions will be implemented, as will intensive services when necessary. In spring and early summer of each year, leadership will use the needs assessment to identify existing and needed resources. If it is determined that our resources are insufficient to meet needs, we will determine the best strategies and implement changes, including 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, leadership will create partnerships with community based organizations to provide culturally and linguistically appropriate resources. The Responsible Administrators, along with social workers and other School Staff members, will develop safety plans for students who have been Targets of Bullying or Retaliation. Certain tools, including behavioral intervention plans and individualized groupings, already exist as resources and guidelines to provide social skills to prevent Bullying and intervention services for students exhibiting Bullying behaviors.
- 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 IEP 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. Match 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. School 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 Match leaders, with the guidance of licensed professionals, determine that school resources are insufficient to address a Bullying situation, student and families will be referred to outside services. Families will be notified of referrals in writing and licensed professionals and a social worker will be available to provide guidance throughout the process.

Below is a list of external agencies Match has referred students and their families to:

1. Department of Children and Families. The Responsible Administrator may report to this agency suspected abuse or neglect or substantial attendance concerns.
2. Outside Counseling. Match employs a social worker who is meant to provide some school-based services, but given that many students could benefit from regular counseling beyond what the school has the capacity to provide, the social worker will help families secure counseling from outside providers when appropriate. The easiest way for families to do this is to obtain a referral from their primary care physician.

3. Outside Mentoring. Finding good mentors for Target and Aggressor students can be a helpful intervention, but it can be a lengthy process. Parents must be involved in order to complete paperwork and be interviewed. Initial referrals can be accessed at: <http://www.bbbsmb.org/GetInvolved/ReferAChild/Default.aspx> or <http://www.bigsister.org/index.cfm?pid=10569>.

4. Family Stabilization Team (“FST”). This option is appropriate when the student and family would benefit from intensive support or family therapy. FST services are one of many behavioral health (mental health and substance abuse) services that BMC HealthNet Plan MassHealth Plan members are offered.

#### IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Age-appropriate instruction on Bullying prevention in each grade will be incorporated into our curricula. Curricula 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 other students or School Staff 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.

Students will also review the student-related sections of the Plan with staff 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 policies and procedures for reporting and responding to Bullying and Retaliation will ensure that members of the school community – students, parents, volunteers and School Staff – know what will happen when incidents of Bullying occur.

- A. Reporting Bullying or Retaliation. Reports of Bullying or Retaliation may be made by School Staff, volunteers, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a School Staff member or volunteer shall be recorded in writing. A School Staff member or volunteer is required to report immediately to the Responsible Administrator or to the Board of Trustees or its designee when the Responsible Administrator is the alleged Aggressor, any instance of Bullying or Retaliation the School Staff member or volunteer becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not Match School Staff members or volunteers, may be made anonymously. An individual may report an incident using the Incident Reporting Form or by calling, mailing or emailing the Responsible Administrator or members of the Board of Trustees or its designee when the Responsible Administrator is the alleged Aggressor.

Use of an Incident Reporting Form is not required as a condition of making a report. Match will: 1) include a copy of the Incident Reporting Form in the Student and Family Handbook and the Employee Handbook; 2) make it available in the school's main office, and other locations determined by the Responsible Administrator; and 3) post it on Match'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, Match will provide the school community, including School Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources will be incorporated in the Student and Family Handbook, the Employee Handbook, on the Match website, and in information about the Plan that is made available to parents or guardians.

- **Reporting by School Staff or Volunteers:** A School Staff member or volunteer will report immediately to the Responsible Administrator <sup>1</sup> when he/she witnesses or becomes aware of conduct

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<sup>1</sup> The Responsible Administrator is responsible for the implementation and oversight of the Plan except when a reported Bullying incident involves the Responsible Administrator as the alleged Aggressor. In such cases, the Board of Trustees 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.

that may be Bullying or Retaliation. The requirement to report to the Responsible Administrator does not limit the authority of the School Staff member to respond to behavioral or disciplinary incidents consistent with the Code of Conduct, the Student Discipline Policy, and other applicable policies and procedures.

- **Reporting by Students, Parents or Guardians, and Others:** Match 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 the Responsible Administrator or to the Board of Trustees or its designee when the Responsible Administrator 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 School 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 School Staff member, or with the Responsible Administrator.

B. Responding to a report of Bullying or Retaliation.

- **Safety:** Before fully investigating the allegations of Bullying or Retaliation, the Responsible Administrator will take steps to assess the need to restore a sense of safety to the alleged Target and/or to protect the alleged Target from possible further incidents. Responses to promote safety may include, but are not 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 School Staff member who will act as a “safe person” for the Target; and altering the Aggressor’s schedule and access to the Target. The Responsible Administrator will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Responsible Administrator will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation.

- **Obligations to Notify Others**
  - a. Notice to parents or guardians. Upon determining that Bullying or Retaliation has occurred, the Responsible Administrator will promptly notify 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 Responsible Administrator 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 Responsible Administrator first informed of the incident will promptly notify by telephone the appropriate administrator 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 Responsible Administrator has a reasonable basis to

believe that criminal charges may be pursued against the Aggressor, the Responsible Administrator 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 Match grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Responsible Administrator 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 Responsible Administrator will, consistent with the Plan and with applicable Match policies and procedures, consult with the school resource officer, if any, and other individuals the Responsible Administrator deems appropriate.

- C. Investigation. The Responsible Administrator 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 School Staff member or volunteer involved.

During the investigation the Responsible Administrator will, among other things, interview students, School Staff, volunteers, witnesses, parents or guardians, and others as necessary. The Responsible Administrator (or whoever is conducting the investigation) will remind the alleged Aggressor, Target, and witnesses of the importance of the investigation, their obligation to be truthful and that Retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Responsible Administrator, other School Staff members as determined by the Responsible Administrator, and in consultation with the school social worker, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Responsible Administrator will maintain confidentiality during the investigative process. The Responsible Administrator will maintain a written record of the investigation.

The Responsible Administrator will then assemble a panel consisting of teachers, staff and administrators. The panel will conduct separate hearings with the Target and the alleged Aggressor.

Procedures for investigating reports of Bullying and Retaliation will be consistent with any applicable Match policies and procedures. If necessary, the Responsible Administrator will consult with legal counsel about the investigation.

- D. Determinations. The Responsible Administrator, in consultation with the panel, will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the Responsible Administrator will take steps reasonably calculated to prevent recurrence and to ensure that the Target is not restricted in participating in Match or in benefiting from Match activities. The Responsible Administrator 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 Responsible Administrator may choose to consult with the students' teacher(s) and/or social worker, 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 Responsible Administrator 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 must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Responsible Administrator 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.

The Responsible Administrator shall inform the parent or guardian of the Target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system or seeking assistance, regardless of the outcome of the Bullying determination. The information will be made available in both hard copy and electronic formats.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the Responsible Administrator determining that Bullying or Retaliation has occurred, the law requires that Match 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 Responsible Administrator 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 social workers 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 Responsible Administrator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Responsible Administrator, 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, the Code of the Conduct, the Student Discipline Policy, the Discipline for Students with Disabilities Policy and all applicable state and federal laws.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law and Match policies and procedures.

If the Responsible Administrator 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 Responsible Administrator 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 Responsible Administrator 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 Responsible Administrator 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 Responsible Administrator will work with appropriate School Staff to implement them immediately.

## **VI. COLLABORATION WITH FAMILIES**

Each year Match will inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about how parents or guardians can reinforce the curriculum at home and the dynamics of Bullying, including Cyberbullying and online safety. Match will send parents written notice each year about the student-related sections of the Plan and Match's Acceptable Use Policy. Notice of the student-related sections of the Plan will be made available in the language(s) most prevalent among parents or guardians. Match 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 Match or through the use of technology or an electronic device owned, leased, or used by Match, 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 Match, if the acts create a Hostile Environment (as defined in Section VIII, below) at Match for the Target or witnesses, infringe on their rights at Match, or materially and substantially disrupt the education process or the orderly operation of Match.

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 Match to staff any non-school related activities, functions, or programs.

## **VIII. DEFINITIONS**

“Aggressor” is a student or a member of the School Staff who engages in Bullying, Cyberbullying, or Retaliation towards a student.

“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” means individuals employed by Match, including, but not limited to, educators, administrators, social workers, 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 Match, 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 or expression, physical appearance, religion, national origin, ancestry, socioeconomic status, academic status, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents Match 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 Match policies.

In addition, nothing in the Plan is designed or intended to limit the authority of Match to take disciplinary or other action under the Code of the Conduct, the Student Discipline Policy, the Discipline for Students with Disabilities



Policy, other relevant policies, and any applicable laws, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

#### X. Dispute Resolution

Any parent wishing to file a claim/concern or seeking assistance outside of Match may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700.

Updated: July 2, 2015

Last reviewed: June 14, 2018

# BULLYING PREVENTION AND INTERVENTION

## **INCIDENT REPORTING FORM**

### **I. REPORT**

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. **Circle whether you are the: Target of the behavior      Reporter (not Target)**

3. **Circle whether you are a: Student      Staff member (position) \_\_\_\_\_**

**Volunteer      Parent      Administrator      Other (specify) \_\_\_\_\_**

**Your telephone number: \_\_\_\_\_ If you are a student, grade: \_\_\_\_\_**

4. **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): \_\_\_\_\_**

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

**Name: \_\_\_\_\_ Student Staff Other \_\_\_\_\_**

**Name: \_\_\_\_\_ Student Staff Other \_\_\_\_\_**

**Name: \_\_\_\_\_ Student Staff Other \_\_\_\_\_**

6. **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 attach additional paper if necessary.**

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FOR ADMINISTRATIVE USE ONLY

7. **Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Note: Reports may be filed anonymously.)

8. **Form given to:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **Bullying Investigation Form**

## **I. Investigation**

1. Investigator(s):

Name	Position

2. Interviews:

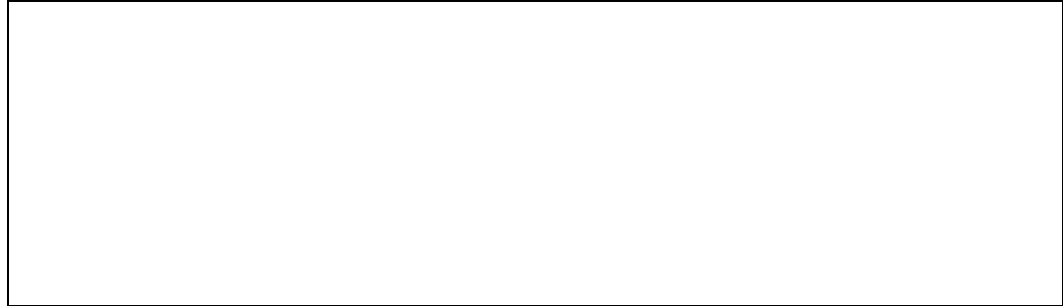
Target(s)	Name	Date
	Name	Date
	Name	Date
Alleged aggressor(s)	Name	Date
	Name	Date
Witness(es)	Name	Date
	Name	Date
	Name	Date

3. Any prior documented incidents by the aggressor?  Yes  No

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

b. Any previous incidents with findings of harassment, bullying, or retaliation?

4. Summary of Investigation



## II. Determination

“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:

1. Causes physical or emotional harm to the Target or damage to the Target’s property;
2. Places the Target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. Creates a Hostile Environment at school for the Target;
4. Infringes on the rights of the Target at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

“Harassment” is defined as unwelcomed conduct, whether verbal or physical, that is based on race, color, national origin, ethnicity, sex, genetic information, gender identity/expression, sexual orientation, religious beliefs, disability or age.

“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.

1. Finding of bullying, harassment, or retaliation:

Bullying  Yes  No

Harassment  Yes  No

Retaliation  Yes  No

## III. Actions Taken

If bullying is found: apply appropriate disciplinary action, restore sense of safety, assess target’s need for protection, and inform target’s family of actions taken to prevent any further bullying or retaliation.

If harassment is found: apply appropriate disciplinary action, corrective and remedial action to stop the behavior, prevent its reoccurrence, and remedy the effects of harassment and discrimination on target and school.

1. Contacts Made

			Contact Type		
	Name	Date	Meeting	Email	Call

Family of Target					
Family of Aggressor					
Other School Personnel					

Notes

2. Actions Taken

**For Target(s)**

- Family Conference
- Create and implement safety plan
- Referral for school based counseling
- Other \_\_\_\_\_

**For Aggressor(s)**

- Family Conference
- Disciplinary Action
- Restorative Measures
- Other \_\_\_\_\_

**For School/Bystanders**

- Advisory lesson plan
- Community meeting
- Other \_\_\_\_\_

**IV. Follow Up**

	Date Scheduled	Date Completed
Follow-up with target(s)		
Follow-up with aggressor(s)		
Report forwarded to Principal		
Report forwarded to Executive Director		

Report Completed By: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## EXHIBIT C

### Anti-Hazing Policy for: MATCH HIGH SCHOOL MATCH MIDDLE SCHOOL

Match Charter Public School (“Match”) is required by law to communicate the Massachusetts Anti-Hazing Law to every student at Match High School (“MHS”) and Match Middle School (“MMS”). Students at MHS and MMS who participate in hazing, or fail to report hazing are subject to disciplinary consequences set forth herein. A copy of the Massachusetts Anti-Hazing Law is attached as Attachment A.

Hazing is any conduct or method of initiation into any student organization on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

Examples of hazing include, but are not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

*Consent is not a defense!* A person charged with violating this policy cannot claim that the victim of hazing consented to the treatment.

*Requirements to Report Hazing:* If you know that another person was the victim of hazing and you were present when hazing occurred, then you are required to report the crime to law enforcement as soon as reasonably practicable.

*Requirements for Clubs, Teams or Other Organizations:* At the beginning of the school year, every student group, team or organization must distribute a copy of this policy and the Massachusetts Anti-Hazing Law to each of its members, pledges or applicants for membership. The designated officer of each such group, team or organization must deliver to the Principal or Executive Director (or his or her designee) an attested acknowledgement of compliance by September 30 of every year.

*Penalties:* Participants and organizers who are found guilty of hazing under Massachusetts law can be punished by a fine of up to \$3,000 or by imprisonment for up to a year, or both. A failure to report the crime of hazing can be punished by a fine of up to \$1,000. In addition, any person who has violated this policy may be subject to disciplinary action, including suspension or expulsion.

A student group, team or organization that fails to comply with its obligations under this policy may be dissolved, banned from Match’s grounds and prohibited from using Match facilities.

*Questions:* If you have questions about this policy or if you have been the victim of hazing, please contact your Principal or Executive Director.

(Updated: June 2016)



Attachment A

**Commonwealth of Massachusetts: Anti-Hazing Law**

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

“Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

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

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the

board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report."

## EXHIBIT D

### Physical Restraint Policy for: MATCH CHARTER PUBLIC SCHOOL

#### Purpose and Background

Match Charter Public School is required to follow the provisions of 603 CMR 46.00, promulgated by the Massachusetts Department of Elementary and Secondary Education (“DESE”) pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G, which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, collaborative education programs, virtual schools, and special education schools.

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, with extreme caution and in the least intrusive manner possible. Staff must prevent or minimize any harm to the student as a result of the use of physical restraint.

#### Other Strategies to Calm Students

Physical restraint is an emergency procedure which should be used only as a last resort. There are a number of other calming techniques Match Charter Public School staff should use first, including verbal de-escalation, brief physical contact to promote student safety, redirecting attention, or a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location (“physical escort”).

Another strategy to calm students is administering a time-out. A time out that meets the following conditions is permitted and is not included in the definition of a seclusion:

- The time-out is used as a behavioral support strategy
- Student temporarily separates from the learning activity or the classroom either by choice or by direction from staff for the purpose of calming down
- Student is continuously observed by a staff member who is with the student or immediately available to the student at all times
- Space used for time-out must be clean, safe, sanitary and appropriate for the use of calming
- Time-out ceases as soon as the student has calmed
- Principal approval must be obtained by a staff member when a time-out lasts longer than 30 minutes due to the student’s continued agitation. If a staff-administered time-out lasts half of the time that a school day is in session or longer, such lost class time is treated as an in-school suspension for purposes of student discipline laws (see, Student Discipline Policy).

#### Training Requirements

At the beginning of each school year, the principal of each school is required to identify program staff to be responsible for administering proper physical restraint procedures. These individuals will participate in an in-depth training in the use of physical restraint and appropriate de-escalation methods. This in-depth training will be competency-based and be approximately 16 hours in length and include one refresher training every year. This in-depth training will include:

- Appropriate procedures for preventing the use of physical restraint, including de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;

- A description and identification of specific dangerous behaviors 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;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effects on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and
- Instruction regarding the impact of restraint on the student and family, including the psychological, physiological and social-emotional effects.

In addition, all Match Charter Public School staff will receive training about the use of physical restraint before the beginning of the school year, and in no event later than by September 30 of each year, and for employees hired after the school year begins, within a month of their employment. This training shall include:

- The role of the student, family and staff in preventing restraint;
- The program’s restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- When behavior presents an emergency that requires physical restraint, the types of permitted physical restraint and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, particularly a restraint of extended duration;
- 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
- Identification of program staff who have received in depth training.

**What is Physical Restraint?**

Physical restraint is direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or physical escort.

**When May Physical Restraint be Used?**

School personnel shall use physical restraint only as an emergency procedure of last resort when:

- (a) non-physical interventions have been ineffective or have proven ineffective, and
- (b) the student’s behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others.

Physical restraint should not be used:

- (a) As a means of punishment
- (b) As a response to destruction of property, school disruption, refusal to comply with school rules, or verbal threats that do not constitute a threat of serious physical harm
- (c) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting
- (d) As a standard response for any individual student, including as a standard response included in a student’s IEP

In no event shall the following forms of restraint be used:

- (a) Medication restraint, which is the administration of medication to temporarily control behavior, except in the event that such medication is prescribed by a licensed physician and authorized for use in school by the parents.

- (b) Mechanical restraint, which is the use of a device or equipment to restrict a student's freedom of movement, except for devices used for the specific and approved positioning or protective purposes for which such devices were designed.
- (c) Seclusion, which means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
- (d) Prone restraint, when a student is placed face-down on the floor or another surface and physical pressure is applied to the student's body to keep the student in the face-down position.
- (e) Physical restraint in a manner inconsistent with 603 CMR 46.00 or this policy.

Nothing in 603 CMR 46.00 shall be construed to:

- (a) Limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services;
- (b) Preclude any employee or agent of Match Charter Public School from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm;
- (c) Prohibit the exercise of an individual's reporting responsibilities as a mandated reporter of child abuse or neglect (see, Child Abuse and Neglect Policy); or
- (d) Limit the right of an individual to report to the appropriate authorities a crime committed by a student, or the right of law enforcement, judicial authorities or school security personnel from physically detaining a student alleged to have committed a crime or otherwise posing a security risk.

**How Should Physical Restraint be Administered?**

1. Trained personnel:

Only Match Charter Public School personnel that has received proper training in physical restraint procedures shall administer it to students. To the greatest degree possible, another adult who does not participate in the restraint should witness administration of a restraint. However, nothing in 603 CMR 46.00 or this policy shall preclude an employee or agent of Match Charter Public School from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious physical harm.

2. Use of force:

Any individual(s) administering physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

3. Safety requirements:

- (a) Restraint will be administered in a manner so as to prevent or minimize physical harm to the student.
- (b) Restraint will not be administered in a manner that prevents the student from speaking or breathing.
- (c) During a restraint, a staff member shall continuously monitor the physical status of the student including skin color and respiration.
- (d) If at any time during the restraint the student displays significant physical distress, the restraint will immediately terminate and medical assistance will be sought.
- (e) Staff will review and take into consideration any known medical or psychological limitations and/or behavioral intervention plans regarding physical restraint on an individual student.
- (f) Staff administering physical restraint will use the safest method available that is appropriate to the situation.
- (g) Restraint will immediately terminate when the staff member determines that the student is no longer at risk of causing imminent physical harm to them self or others or the student indicates that he or she cannot breathe or appears to be in severe distress such as having difficulty breathing or sustained or prolonged crying or coughing.

- (h) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal, which shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- (i) After release of a student from restraint, Match Charter Public School personnel shall review the incident with the student to discuss the behavior that led up to the incident. The principal will review the incident with the staff member who administered the restraint to ensure that proper procedures were followed and to consider if any follow-up is appropriate for students who may have been present during the restraint.

### **When and How Should a Restraint be Reported?**

#### **1. When restraint must be reported:**

Any staff member who administers a restraint shall verbally inform the principal as soon as possible and by written report no later than the next school working day. If the principal has administered the restraint, then he/she shall submit the report to the Chief Academic Officer. The principal or his/her designee shall maintain all such reports on file, as well as an on-going record of all reported instances of physical restraint, which shall be made available for review by DESE upon request.

#### **2. Informing parents:**

The principal or his/her designee shall verbally inform the student's parents or guardians of the restraint within 24 hours of the event and by written report emailed or postmarked no later than three school working days following the use of restraint. If the language of the home is other than English, the written restraint report shall be provided to the parent in English and in the language of the home. The principal will provide the parent and student an opportunity to comment orally and in writing on the use of the restraint and the information in the written report.

#### **3. Reporting to DESE:**

In the event a restraint results in any injury to a student or staff member, Match Charter Public School must file a report with DESE, which can be found at [http://www.doe.mass.edu/pqa/sa\\_nr/physical\\_restraint.pdf](http://www.doe.mass.edu/pqa/sa_nr/physical_restraint.pdf). In all such cases, completed copies of the physical restraint report and the log for the 30 day period prior to the restraint must be sent to DESE within three school working days of the restraint. DESE will inform Match Charter Public School if any further action is required within 30 calendar days of receipt of the written report.

Match Charter Public School must also annually report to DESE data regarding the use of physical restraint.

### **Administrative Review**

On a weekly basis, the principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams to assess each student's progress and needs, which shall include the following:

- (a) Review and discussion of the written reports and comments provided by the students and parents about the use of restraints
- (b) Analysis of circumstances leading up to each restraint, including time of day, day of week, antecedent events, and individuals involved;
- (c) Consideration of factors that may have contributed to escalation of behaviors, alternatives to restraint included 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;
- (d) Consideration of convening an IEP Team meeting in the event that the student has an IEP; and
- (e) A written plan of action.

In the event that the principal directly participated in the restraint, his or her immediate supervisor shall lead the review team's discussion. A record of each individual student review shall be maintained by the principal or his/her designee and shall be made available for review by DESE or the parent upon request.

On a monthly basis, the principal shall review all school-wide restraint data, and consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraint school-wide and for individual students; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is appropriate to modify the school's restraint prevention and management policy, conduct additional staff training, or take other action as appropriate to reduce or eliminate restraints.

### **Prevention of Violence and Parent Engagement**

Match Charter Public School shall develop and distribute to staff and families methods for preventing student violence, self-injurious behavior and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with individual students.

In addition, Match Charter Public School will arrange a meeting with parents on an annual basis to discuss restraint prevention and the use of restraint solely as an emergency procedure. At this meeting, parents will obtain information about this policy and methods of de-escalation, as well as have the opportunity to ask questions and provide feedback to Match Charter Public School personnel.

### **Complaint Procedures**

In the event a student or parent has a complaint about restraint practices at Match Charter Public School, such student or parent should contact the principal at the student's school and inform him/her about the details and circumstances around the complaint. Upon receipt of a complaint, the principal or his/her designee shall promptly and thoroughly investigate the complaint by interviewing the student, the person(s) administering the restraint, and any other staff or students who witnessed the incident. The principal or his/her designee shall document all steps taken in the investigation and, along with other Match Charter Public School personnel as he or she deems appropriate, shall make a determination about whether the restraint about which the complaint was made was administered in accordance with this policy and the law, and convey the determination to the complainant. In the event that a complaint involves the principal, the complainant should contact the Chief Academic Officer.

Any Match Charter Public School staff member who has violated this policy may be disciplined at the discretion of the principal (or the Chief Academic Officer in the event the principal has administered the restraint), up to and including termination.

Updated: August 2016

Last reviewed: June 14, 2018

## EXHIBIT E

### Student Discipline Policy for: MATCH CHARTER PUBLIC SCHOOL

#### Introduction

The priority of Match Charter Public School (“Match”) is to ensure the safety of every student and provide each student the opportunity to learn without unnecessary distractions and disruptions. Match has very high expectations for student behavior, and strives to create and preserve a safe and focused learning environment.

Match employees use a large array of strategies to promote positive behavior and to correct violations of Match rules and policies. Match employees use positive reinforcement whenever possible, and employ various strategies to build a positive learning environment.

Disciplinary offenses are violations of Match rules and policies. Students may be disciplined for offenses that occur when a student is:

- at school and/or on school grounds;
- participating in a school-sponsored activity;
- waiting for or riding on school-related transportation;
- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity; or
- outside of school where the student’s conduct results in substantial disruption to the school environment and the student population.

For purposes herein, the Dean of Students of each school or his/her designee (“responsible administrator”) shall serve as the principal under 603 CMR 53.00. The Chief Academic Officer shall serve as the superintendent for purposes of conducting student disciplinary hearings under 603 CMR 53.00. As used herein, the term “parent” shall be defined as a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Violations of Match rules and policies may result in disciplinary consequences as set forth herein. Students may be subject to additional guidelines and consequences as determined by each school and as set forth in the Student and Family Handbook. In the event of a discrepancy between this Student Discipline Policy and any other policy, the former shall govern.

#### Prohibited Behavior

The following are examples of conduct that may lead to discipline, up to and including long-term suspension. Students who engage in any behavior that violates Match rules and policies or is otherwise inconsistent with an appropriate educational environment may be subject to disciplinary action. Examples include, but are not limited to:

- Any violation of the Acceptable Use Policy or the Bullying Prevention plan, including cyberbullying or any form of online harassment, defamation, libel, slander, or threats
- Unwanted physical contact
- Any violation of the Discrimination and Harassment Policy, including sexual or racial harassment
- Verbal assault
- Threats, written or verbal, online or offline
- Theft, including thefts committed off of school grounds
- Stealing or attempting to steal school property



- Trespassing, such as entering or going into an employee’s personal space without his/her explicit permission
- Graffiti, defacement, vandalism or damage to the facilities or the contents therein
- Violation of the Smoking Policy
- Leaving the school building without permission
- Interfering with the appropriate use of school emergency equipment, including, but not limited to, fire alarms, fire detectors, sprinklers, security cameras, or fire extinguishers
- Truancy
- Causing or attempting to cause damage to school property
- Extreme acts of disrespect, such as intimidating, harassing, hazing, spitting at, or causing physical harm to others
- Fighting
- Violating any other Match rule or policy

### **Consequences**

Disciplinary offenses result in consequences subject to the discretion of the responsible administrator and may include demerits, time-outs, detention, school service or cleaning (if the offense is related to damaging school property), loss of school privileges (socialization time, field trips), detention, in-school suspension, short-term suspension, long-term suspension, and/or expulsion. In determining the appropriate disciplinary action, the responsible administrator may consider, among other things, the student’s prior disciplinary record. Depending on the infraction, police may also be notified where appropriate.

Whenever an incident of student misconduct occurs that does not involve a violation of M.G.L. c. 71, §§37H or 37H ½, the responsible administrator shall avoid using long-term suspension as a consequence until alternatives have been tried and attempts have been made to re-engage the student in learning.

Disciplinary proceedings for students with disabilities will involve additional procedures as set forth in the Discipline for Students with Disabilities Policy.

### **Suspension and Expulsion**

Except in the case of an emergency removal (see, “Emergency Removal,” below), a student will be afforded due process prior to the discipline taking place, as set forth below.

#### *In-School Suspension*

An “in-school suspension” is a removal of a student from regular classroom activities, but not from the school premises for no more than ten (10) school days (consecutively or cumulatively for multiple infractions during the school year).

The procedure for an in-school suspension will be as follows:

1. The responsible administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the responsible administrator determines that the student committed the disciplinary offense, he/she will inform the student of the length of the student’s in-school suspension, which may not exceed ten (10) days consecutively or cumulatively in a school year.
2. On the same day as the in-school suspension decision, the responsible administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The responsible administrator will also invite the parent to a meeting which will be scheduled on the day

of the suspension if possible, and if not, as soon as possible thereafter. If the responsible administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The responsible administrator will send written notice to the student and parent about the in-school suspension, including the reason for and the length of the in-school suspension, and inviting the parent to a meeting if a meeting has not already occurred. The responsible administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the responsible administrator and parent.

An in-school suspension of more than ten (10) school days (consecutively or cumulatively in the school year) will be subject to the procedures for long-term suspensions (See, "Long-Term Suspension," below).

A student who has been sent to the office for half of the time that a school day is in session or longer has received an in-school suspension that must be implemented in accordance with the procedures detailed herein.

#### *Short-Term Suspension*

A "short-term suspension" means the removal of a student from school for ten (10) or fewer school days (consecutively or cumulatively for multiple infractions during the school year).

Prior to imposing a short-term suspension for conduct not covered by M.G.L. c. 71, §§37H and 37H ½, the following procedures will be followed:

1. **Notice:** The parent and student must both receive oral and written notice. The written notice will be in English and in the primary language of the home if other than English, and sent by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent. Such written notice will include the following:
  - a) the disciplinary offense;
  - b) the basis for the charge;
  - c) the potential consequences, including the potential length of the student's suspension;
  - d) the opportunity for the student to have a hearing with the responsible administrator 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;
  - e) the date, time, and location of the hearing; and
  - f) the student and parent's right to interpreter services at the hearing if necessary.
2. **Efforts to Involve Parent:** The responsible administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. The responsible administrator must document that he/she has sent written notice and has made at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification in order to conduct a hearing without the parent present.
3. **Format of Hearing:** The responsible administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parent, if present, will have an opportunity to present information, including mitigating facts, that the responsible administrator should consider in determining consequences for the student.
4. **Decision:** The responsible administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension. The notice of determination may be in the form of an update to the original written notice of hearing. If the student is in preschool or in grades k-3, the responsible administrator shall

send a copy of the written determination to the Chief Academic Officer and explain the reasons for imposing an out-of-school suspension before such suspension takes effect.

#### *Long-term Suspensions and Expulsion*

A “long-term suspension” is defined as a suspension, whether in-school or out-of school, for more than ten (10) school days (consecutively or cumulatively for multiple disciplinary offenses during the school year). No long-term suspension for any reason shall extend beyond the end of the school year in which such suspension is imposed.

An “expulsion” is defined as the permanent removal of a student from the school premises, regular classroom activities, and school activities.

#### Possession of Drugs or a Weapon, or Assault (M.G.L. c. 71, §37H)

Under M.G.L. c. 71, §37H, the Principal may suspend or expel a student under any of the following circumstances:

- Possessing a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications
- Possessing a dangerous weapon,<sup>2</sup> including a gun or a knife
- Assaulting a principal, assistant principal, teacher, teacher’s aide or other educational personnel

When considering expulsion for these offenses, the responsible administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. Informal Hearing. The informal hearing will be in the form of a conference between the student and the responsible administrator. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Efforts to Involve Parents. Prior to putting a suspension into effect, the Principal shall make reasonable efforts to inform the student’s parent of the impending suspension by documenting that he/she has sent written notice and has made at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Formal Hearing. The responsible administrator shall provide written notice to the student and parent, in the parent’s primary language, of a formal hearing before the Principal, which will take place prior to a suspension reaching more than ten (10) days in length (consecutively or cumulatively for multiple infractions during the school year). The notice will include the charges and a statement of evidence, the date, time and place of the hearing, and notice of the right to be represented by an attorney (at the student’s expense) or other lay person, present evidence, and cross-examine witnesses. The school will record the hearing and a copy of such will be made available to the student upon request.
4. Decision. After the formal hearing, the Principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined to have committed the disciplinary offense. Determinations shall be made in writing and sent to the student and parent.

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<sup>2</sup> This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons,” administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school will be expelled for a minimum of one school year, with exceptions granted only by the Chief Academic Officer. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

As required by M.G.L. c. 71, §37H, the following statutory language is provided:

- (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).

Conviction or Charge of a Felony (M.G.L. c. 71, §37H ½)

Under M.G.L. c. 71, §37H ½, a student may be expelled for being convicted or being found guilty (by admission or adjudication) of a felony or felony delinquency, or be suspended for being charged with a felony or felony delinquency, if the Principal has determined that the student's continued presence at school would have a substantial detrimental effect on the general welfare of Match.

Before an expulsion or suspension covered by this provision takes effect, the student shall receive written notification of the charges and the reasons for such suspension or expulsion. The student shall also receive written notification of the right to appeal and the procedure required, although the suspension or expulsion will remain in effect prior to any appeal hearing. (See, "Appeals," below).

Any Other Disciplinary Offense (M.G.L. c. 71, §37H ¾)

A student may receive a long-term suspension for other violations of Match rules and policies at the discretion of the responsible administrator after considering alternative forms of discipline. Suspensions in such circumstances will not exceed a total of 90 school days in a single school year.

Before a student receives a long-term suspension for an offense not covered by M.G.L. c. 71, §§37H and 37H ½, in addition to the procedures and rights detailed for a short-term suspension hearing (see, "Short-Term Suspension," above), the following procedures shall apply:

1. Student rights prior to the disciplinary hearing:
  - a. the opportunity to review the student's record and the documents upon which the responsible administrator may rely in making a disciplinary determination in advance of the hearing;
  - b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c. 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;
  - d. the right to cross-examine witnesses presented by Match; and
  - e. the right to request that the hearing be recorded by the responsible administrator, and to obtain a copy of the audio recording upon request, in which case the responsible administrator will notify all participants that an audio record will be made.
2. The written determination following the disciplinary hearing shall:
  - a. identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  - b. set out the key facts and conclusions reached;
  - c. identify the length and effective date of the suspension, as well as a date of return to school;

- d. include notice of the student’s opportunity to receive education services to make academic progress during the period of removal from school; and
- e. inform the student of the right to appeal the responsible administrator’s decision to the Chief Academic Officer, the procedure required to request an appeal (see, “Appeals,” below), and that the long-term suspension will remain in effect until and unless the Chief Academic Officer decides to reverse the responsible administrator’s determination. Notice of the right of appeal will be in English and the primary language of the home if other than English.

**Emergency Removal**

Notwithstanding the provisions for short-term suspension, long-term suspension, and expulsion set forth above, a student who is charged with a disciplinary offense may be 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 responsible administrator’s judgment, there is no alternative available to alleviate the danger or disruption.

The responsible administrator will immediately notify the Chief Academic Officer in writing of the removal and the reason for it and describe the danger or disruption caused by the student before the student is sent home.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the responsible administrator will provide the following, as applicable to the length of suspension:

1. make immediate and reasonable efforts to orally notify the student and the student’s parent of the emergency removal, the reason for the need for emergency removal, and the details of the incident that are required to be included in the written notice (see item 2, below);
2. provide written notice to the student and parent that includes the information required under “Short-Term Suspension” or “Long-Term Suspension” above (depending on the potential consequence);
3. provide the student an opportunity for a hearing with the responsible administrator, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for a hearing is otherwise agreed to by the responsible administrator, student, and parent; and
4. render a decision orally on the same day as the hearing, and in writing no later than the following school day.

A responsible administrator 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.

**Appeals**

*Possession of Drugs or a Weapon, or Assault (M.G.L. c. 71, §37H)*

A student who has been expelled from school for possessing a controlled substance, possessing a dangerous weapon, or assaulting educational personnel shall have the right to appeal to the Chief Academic Officer. The expelled student shall have 10 days from the date of the expulsion in which to notify the Chief Academic Officer, in writing, of his or her appeal. At the appeal hearing, the student shall have the right to present oral and written testimony on his/ her behalf, and the right to counsel at his/her own expense. The Chief Academic Officer shall render a decision on the appeal which shall be the final decision of the school.

As required by M.G.L. c. 71 §37H, the following statutory language is provided: 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.

*Conviction or Charge of a Felony (M.G.L. c. 71, §37H ½)*

A student who has been expelled for being convicted or found of a felony or who has been suspended for being charged with a felony, and the Principal has determined that the student's continued presence would have a substantial detrimental effect on the general welfare of Match has the right to appeal the expulsion to the Chief Academic Officer. The expelled student shall have five (5) days following the date of the expulsion to notify the Chief Academic Officer of his/her request for an appeal. The Chief Academic Officer shall hold the hearing with the student and his/her parent within three (3) calendar days of the request. At the appeal hearing, the student shall have the right to present oral and written testimony on his/her behalf, and the right to counsel at his/her own expense. The Chief Academic Officer will render a decision within five (5) calendar days of the hearing which shall be the final decision of the school.

*Any Other Disciplinary Offense (M.G.L. c. 71, §37H ¾)*

Any student who has received a long-term suspension for any violation other than those set forth in M.G.L. c. 71 §§ 37H or 37H ½, has the right to appeal the suspension to the Chief Academic Officer by providing written notice within five (5) days following the date of the suspension. The Chief Academic Officer must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Chief Academic Officer may deny the appeal, or may allow the appeal in his or her discretion, for good cause. The following requirements apply:

1. The Chief Academic Officer will make a good faith effort to include the parent in the hearing by attempting to hold the hearing on a day and time that would allow him/her and the parent to participate. The Chief Academic Officer will send written notice to the parent of the date, time, and location of the hearing.
2. The Chief Academic Officer will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Chief Academic Officer will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request, and inform all participants that the hearing is being recorded.
3. The student rights provided at the responsible administrator hearing will be available to the student at the appeals hearing (see, "Long-Term Suspension," above).
4. The Chief Academic Officer will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension (see, "Long-Term Suspension," above). If the Chief Academic Officer determines that the student committed the disciplinary offense, the Chief Academic Officer may impose the same or a lesser consequence than the responsible administrator, but will not impose a suspension greater than that imposed by the responsible administrator.

The decision of the Chief Academic Officer constitutes the final decision of Match.

**Continuation of Educational Services and Match Education Service Plan**

While under an in-school suspension, a short-term suspension, a long-term suspension, or expulsion, students will have the opportunity to make academic progress. The Principal or responsible administrator will inform the student and parent of this opportunity in writing any time a suspension or expulsion is imposed. Students will be provided an opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. Students and parents will be notified in writing about this opportunity, in English and in the primary language spoken in the student's home if other than English, any time a suspension or expulsion is imposed.

For students who are suspended for more than ten (10) consecutive days or who are expelled, Match has developed a school-wide Education Service Plan. Match's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. Match shall send a list of alternative educational services to students and parents of students who are expelled or have received a long-term suspension for more than ten (10) consecutive days. Match shall document the enrollment of every such student in education services, and shall track and report attendance, academic progress,

and other data as required for data reporting purposes. The notice will include a list of the specific education services available to the student and contact information of a Match employee who can provide additional information.

If the student withdraws from Match and/or moves to another school during the period of suspension or expulsion, the new school or district of residence shall either admit the student to its school or provide educational services to the student under the new district's or school's education service plan.

As required by M.G.L. c. 71 §37H, the following statutory language is provided: 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.

### **Data Collecting and Reporting**

Match shall collect and annually report to the Department of Elementary and Secondary Education data regarding its discipline of students as required. The responsible administrator shall periodically review discipline data by selected student populations, such as race, ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The responsible administrator will assess the extent and impact of specific disciplinary consequences on student populations, and determine whether it is appropriate to modify disciplinary practices.

As required by M.G.L. c. 71 §37H, the following statutory language is provided:

1. 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.
2. 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.

Adopted: June 23, 2015

Last reviewed: June 14, 2018

## EXHIBIT F

### Discipline for Students with Disabilities Policy for: MATCH CHARTER PUBLIC SCHOOL

Match Charter Public School (“Match”) will operate in accordance with all local, state, and federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA) and §504 of the Rehabilitation Act, with respect to students with disabilities, and will ensure that procedures for suspending, removing or otherwise disciplining students with disabilities are consistent with all legal requirements. As used herein, the term “parent” shall mean the parent or legal guardian of a student, as set forth in 34 C.F.R. § 300.30.

In each discipline incident involving a student with disabilities in which the Dean of Students or his/her designee (“responsible administrator”) has decided to make a removal that constitutes a change in placement (generally, a change of placement takes place when a student is removed from school for more than ten (10) consecutive school days in a school year, or the student is removed for a series of shorter removals that constitute a pattern of behavior and amount to more than ten (10) school days), he/she will ensure that the parent is notified of the decision on the date on which the disciplinary action is taken and inform him/her of procedural safeguards.

In general, students with disabilities may be excluded from their programs for up to ten (10) school days per school year just as any other student. However, if Match seeks to make a removal which constitutes a change in placement, the student’s special education Individual Education Plan (IEP) or 504 Team must first conduct a manifestation determination by examining whether the student’s behavior was (1) caused by, or was directly and substantially related to his/her disability or (2) was the direct result of Match’s failure to implement the student’s IEP or 504 Plan. To make the manifestation determination, Match, the parent, and the IEP or 504 Team will meet to review all relevant information in the student’s file within ten (10) school days of the decision to change the placement of a student with a disability due to misconduct.

If it is determined the behavior was not a manifestation of the student’s disability, Match may discipline the student just as it would any other student under the Student Discipline Policy.

If it is determined that the student’s conduct was a manifestation of the child’s disability, the IEP or 504 Team will conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing behavior plan and IEP or 504 Plan, if necessary), and return the student to his/her current program, unless the student’s parents and Match agree to a change in placement.

In addition to the foregoing, if it is determined that the student’s conduct was a direct result of Match’s failure to implement the student’s IEP or 504 Plan, the Director of Special Education will implement a corrective action plan to ensure that such student’s IEP or 504 Plan is implemented in the future.

In the event a student possesses, uses, sells or solicits a controlled substance, possesses a weapon, or seriously injures another person, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior’s relationship to his/her disability. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon the determination that the current placement is substantially likely to result in injury to the student or others.

#### *Services*

In the event of a change in placement where the student’s behavior is determined to not be a manifestation of the student’s disability, or if a student has been removed for special circumstances related to drugs, weapons or serious bodily injury, Match will continue to provide the student with a free appropriate public education (FAPE)



and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring.

#### *Appeals*

If a parent disagrees with the IEP or 504 Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. If the parent chooses to appeal, the student remains in the disciplinary placement, if any, until the hearing officer orders otherwise or the time period for the disciplinary action comes to an end, whichever comes first, unless the parent and the school agree otherwise.

#### *Reporting a Crime*

Match may report a crime committed by a child with a disability to appropriate authorities, and subject to the Family Educational Rights and Privacy Act and state privacy and student records laws, shall ensure that copies of the special education and disciplinary records of the student are transmitted to the appropriate authorities for consideration.

#### *Procedures for Students Not Determined Eligible for Special Education*

If prior to the disciplinary action, Match had knowledge that the student may be a student with a disability, then Match will make all protections available to the student until and unless the student is subsequently determined not to be eligible. Match may be considered to have prior knowledge if:

1. Parent has expressed concern in writing to administrative personnel/child's teacher that child is in need of special education;
2. Parent has requested evaluation to determine eligibility for special education; or
3. Child's teacher (or other school personnel) has expressed specific concerns about pattern of behavior of child to the Special Education Director or supervisory personnel.

However, in the event that the parents has refused to consent to an evaluation by Match, has refused special education services, or if the child has been evaluated and determined to be ineligible for SPED, Match will not be considered to have prior knowledge.

If Match had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, Match will conduct an evaluation to determine eligibility. If the student is found eligible, then he/she will receive all procedural protections subsequent to the finding of eligibility.

Updated: March 20, 2019

## **EXHIBIT G**

### **Student Records Policy For: MATCH CHARTER PUBLIC SCHOOL**

Federal and state laws provide rights of confidentiality, access, and amendment relating to student records (as defined below) to students who are age 14 and older or who have entered ninth grade, whichever comes first (“eligible students”) or to guardians and parents of students under the age of 14 and have not entered the ninth grade (“parents”). For purposes herein, “student records” shall be defined as a student’s transcript, temporary records, health and immunization records, and video surveillance footage to the extent such footage is used for the student’s disciplinary purposes. Copies of the applicable federal and state laws will be provided by Match Charter Public School (“Match”) upon request.

#### **Access and Amendment**

A parent (other than a non-custodial parent) or eligible student has a right to access student records and to seek an amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. In order to obtain access or to seek amendment to student records, please contact the Principal or Executive Director in writing and such access will be provided as soon as practicable and within 10 days after the initial request. Upon request, the eligible student or parent may meet with professionally qualified school personnel and have any contents of the school record interpreted. If Match decides not to amend a student record as requested, the parent or eligible student may request a hearing. If, after the hearing, Match determines that the information in the student record is not inaccurate, misleading or otherwise in violation of the student’s privacy rights, it shall inform the parent or the eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution. Such statement will be maintained as part of the student record for as long as the record is maintained, and will be disclosed whenever Match discloses the portion of the record to which the statement pertains.

A non-custodial parent seeking access to student records must submit a written request to the Principal or Executive Director. The custodial parent will be immediately notified of the request and will have the opportunity to provide certain documentation (such as a court order) which would impact the non-custodial parent’s access to student records. Parents who have questions or concerns regarding access to records by non-custodial parents should contact the Principal or Executive Director for additional information.

#### **Confidentiality**

Release of student records generally requires consent of the parent or eligible student subject to certain exceptions. For example, Match employees (including administrators, supervisors, instructors, and support staff members), trustees, or individuals under contract with Match (including attorneys, auditors, medical consultants and therapists, and individuals assisting Match employees in performing their tasks) may access student records as needed to perform their duties without consent by an eligible student or a student’s parent. Match may also release a student’s complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to or receipt of consent from, the eligible student or parent. In addition, Match may disclose student records without consent to state and local law enforcement officials and officials within the juvenile system in accordance with the law without a parent’s or eligible student’s consent. Additional instances where student records may be released without consent are set forth at 20 U.S.C. § 1232g(b), 34 CFR § 99.31 and 603 CMR 23.07(4).

Furthermore, Match may disclose directory information (as defined below) without notice or consent unless a parent or eligible student notifies the Principal in writing, within ten (10) calendar days of the receipt of this policy,

that he or she objects to the release of any directory information (as defined below). For purposes herein, "directory information" is defined as a student's name, address (except for the address of a homeless student), telephone listing, email address, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, grade level, participation in recognized activities and sports, honors and awards, and post-high school plans.

In addition, in accordance with M.G.L. c. 71, § 89(g), Match will release the names and addresses of students to a third party mail house upon the request of a school district, unless a parent or eligible student objects to such release by providing written notice to the Principal or Executive Director within ten (10) calendar days of the receipt of this policy.

### **Record Retention**

A student's transcript will be maintained by Match for a period of 60 years following a student's graduation, transfer or withdrawal from Match. A student's temporary record shall be destroyed no longer than seven (7) years after the student withdraws, transfers or graduates from Match.

The score of any group intelligence test administered to a student shall be removed from the record of said student at the end of the school year in which such test was administered.

Upon a student's graduation, withdrawal or transfer from Match, Match will provide written notice to the eligible student and his or her parent of the approximate date of destruction of the student's temporary record and their right to receive the information in such record.

### **Complaint**

Parents and eligible students have a right to file a complaint concerning alleged failures by a school to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. 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 20202-4605.

Updated: November 14, 2017

Last reviewed: June 14, 2018

## EXHIBIT H

### Acceptable Use Policy For:

## MATCH CHARTER PUBLIC SCHOOL THE CHARLES SPOSATO GRADUATE SCHOOL OF EDUCATION, INC. THE MATCH FOUNDATION, INC.

### 1. Purpose and Acceptable Use

- a. Match Charter Public School (“Match School”), The Charles Sposato Graduate School of Education, Inc. (“Sposato”), and The Match Foundation, Inc. (collectively, “Match Education”) provides and maintains computer systems and network resources to support the delivery of education and the administration of Match Education’s operations. These include desktop workstations, laptops, handheld smart devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the internet (collectively referred to herein as “computing systems”). This policy applies to all users of Match Education computing systems, including Match Education employees, volunteers, independent contractors, students and guests.
- b. Match Education permits its employees and volunteers to use the Match Education computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.
- c. This policy describes acceptable and unacceptable uses of Match Education computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from his or her supervisor (for staff), Principal or Executive Director (for Match School students) or the Dean (for Sposato students).

### 2. Access to Match Education Computing Systems

- a. Staff. New staff members will receive this policy via the Match Education Employee Handbook. With supervisor permission, Match Education staff members will have access to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: e-mail including conferencing and collaboration tools, web hosting, online subscription databases and information services, Match Education servers for secure file storage, and all resources and tools found on the internet/world wide web. Computing resources at Match Education may change as technology develops. These changes will fall within the purview of this policy as well.
- b. Students. Students will have appropriate access to the internet and the Match Education networks through the schools’ computers to fulfill school related tasks. Students may only use Match computing systems for educational purposes. Students (and, for Match School students, their families) will receive this policy via the Student and Family Handbook or it will be separately distributed.
- c. Other Users. Guest accounts may be established. Temporary staff or independent contractors, for example (e.g., long term substitutes, service vendors, interns, student teachers, community education instructors, therapy specialists, volunteers), may have guest accounts. A guest’s access may be limited.

### **3. Disclaimer**

- a. Match Education makes no warranties of any kind, either express or implied, that services provided through its computing systems will be error-free or without defect. Match Education is not responsible for the accuracy or quality of the information obtained through its computing systems. Users of Match Education's computing systems assume full responsibility for their use including, but not limited to, loss of data, interruptions of service, costs, liabilities, or damages.

### **4. Ownership/Privacy**

- a. Match Education computing systems are the property of Match Education. As such, a user's activities and files are subject to inspection by certain staff members at any time. Match Education has the right to monitor and log the usage of any and all aspects of its computing systems, including, but not limited to, monitoring internet usage, file downloads, and all communications. Match Education actively maintains and updates its networks and computing environment by integrating appropriate controls in support of this policy. Tools used may include, but are not limited to: monitoring devices, content filtering, virus protection, log-on utilities, virtual networks, user access profiles, and security settings.
- b. Users should not have an expectation of privacy regarding any use of Match Education computing systems. To be specific, any document, email or other communication that is created, accessed, stored, sent or received on Match Education computing systems, including communications on personal email accounts (Gmail, Yahoo, etc.) or on social media sites such as Facebook, Instagram and Twitter which are accessed using Match Education computing systems, are not private.
- c. E-mail that is created or received by an employee of Match School is a matter of public record and may be subject to public production in accordance with Massachusetts public records laws.

### **5. Unacceptable Uses**

- a. Match Education computing systems may not be used for political advocacy.
- b. Match Education computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, Match Education computing systems cannot be used as a public access service or a public forum. As such, Match Education reserves the right to place reasonable restrictions on the materials users can access or post through the Match Education computing systems.
- c. Users may not use Match Education computing systems to obtain or share information about staff, students or families for any non-school purpose.
- d. Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for internet materials, users must obtain permission to use material from the copyright holder.
- e. Users shall not attempt to gain unauthorized access to files or accounts using Match Education computing systems.
- f. Users shall not vandalize Match Education computing systems by, for example, causing physical damage, reconfiguring a computer operating system, attempting to degrade or disrupt Match Education computing systems, or destroying data by spreading computer viruses or by any other means. Anyone found to intentionally vandalize Match Education computing systems shall be subject

to disciplinary measures and shall be responsible for the costs associated with hardware, software, equipment, materials, data recovery and/or system restoration.

- g. Users shall not pretend to be someone else when sending or receiving electronic communications.
- h. Use of another person's password or account is strictly prohibited.
- i. It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.
- j. Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.
- k. Users shall not download or install any commercial software, shareware, freeware, or similar types of materials on Match Education computing systems without prior approval and authorization from the Director of Technology or his or her designee.
- l. Users shall refrain from actions or language via email, instant messaging, or any other online mode of communication that is discriminatory, or harassing or threatening to others and which may be in violation of Match School's Bullying Prevention Plan or the Match Education Harassment and Discrimination Policy. Users shall refrain from swearing, using vulgarities or using any other inappropriate language or images.

## **6. Employee Guidelines for Social Media Use**

- a. When Match Education employees post content on social media, regardless of whether Match Education computing systems or personal computing systems are being used, the following guidelines apply:
  - i. Employees may not post personal identifying information about current or former students or other staff members.
  - ii. Employees may not post information that can be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, disruptive, or may constitute bullying. Employees are personally and legally responsible for the information posted.
  - iii. Employees are strongly encouraged to manage their privacy settings to prevent public viewing of any social media presence that they would not want students, parent/guardians or colleagues to see.
  - iv. Employees may not communicate with Match School students using personal social media accounts, including adding students as "friends" on social media networks such as Facebook or Instagram.
  - v. Employees may not create a link from a personal blog, website, or other social media site to Match Education's website unless it is authorized by the employee's supervisor.
  - vi. Use of the Match Education logo or letterhead on a blog, website, or other social media site is strictly prohibited.
  - vii. An employee may not represent him/herself as a spokesperson for Match Education. If an employee publishes a blog or post online related to his/her work at Match Education, such employee must clearly state that s/he is not speaking on behalf of Match Education. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of Match Education."

- viii. Employees should refrain from using social media during work hours either on Match Education computing systems or on personal devices, unless such use is work-related and authorized by the employee's supervisor.

## **7. Internet Safety**

- a. Use of the internet has potential dangers. All users and parents of Match School students are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety which is found on the Commonwealth of Massachusetts government website [www.mass.gov](http://www.mass.gov). Search "Attorney General" to find the website of the Office of the Attorney General, where you will find "Cyber Crimes and Internet Safety" under the "Public Safety" heading. Additionally, all students will participate in the Match School anti-bullying curriculum as set forth in the Match School Bullying Prevention Plan.
- b. All users are granted individual accounts and agree to keep passwords secure. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to their supervisor (for staff), Principal or Executive Director (for Match School students) or the Dean (for Sposato students).
- c. Users will refrain from revealing private information (e.g., addresses, phone numbers) in any school-related electronic communications including communications via email, the internet, or other network tools. Specifically, all users should refrain from revealing personal or private information on any commercial or other internet media sharing site (e.g., Facebook; Myspace, Twitter, chat rooms), particularly if these are not school sponsored or hosted sites. Match Education computing systems should not be used to meet or arrange to meet unknown people.
- d. When accessing the school's resources and data from any systems (including when outside the Match Education networks), staff and volunteers will use due caution to protect the privacy and integrity of student data.
- e. Match Education reserves the right to use filtering technologies to help control users' access to inappropriate internet content and websites while using its networks.
- f. Students may only use the internet for educational purposes. Personal use of social media websites (e.g. Facebook, MySpace, Twitter, etc.) and chat rooms is strictly prohibited.
- g. Any Match School employee who wishes to implement the use of certain educational websites in his/her classroom must follow these procedures:
  - a. The employee shall submit a request to the principal, and the principal will inform the staff member whether the educational use of a certain website in the classroom is permitted.
  - b. Upon approval, the principal will inform the website coordinator at the school. The website coordinator of each school shall maintain a list of educational websites that are being used by students for educational purposes on its website, which shall be updated from time to time.
  - c. In the event that students must be registered for an account in order to use a particular website, staff members shall obscure student information to the extent practicable (i.e., first name, last initial; or initials, matchededucation, etc.).

## **8. Data and Control**

- a. Match Education has the right to re-image any computer as necessary.

- b. Match Education is responsible for the provision, installation, maintenance, and licensing of all software deployed in its computing systems.
- c. No personal data or files may be stored on a Match Education network or computer.
- d. Match Education provides all users with network accounts and data storage. It is the users' responsibility to ensure that all files and data are stored in their appropriate locations. Match Education conducts regularly scheduled backups to prevent against loss or corruption. However, Match Education cannot guarantee that all information can be recovered in the event of a catastrophic failure.
- e. Responsibility for backing up any hand held or mobile device issued to a user falls upon the user. Match Education is not responsible for providing backups for these devices.

#### **9. Hardware/Software**

- a. Any and all equipment issued by Match Education for use by any user must be treated with due care. All users are responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to a user's supervisor or the Director of Technology (for staff), Principal or Executive Director (for Match School students) or the Dean (for Sposato students).
- b. Any and all issues or problems related to any hardware, software, system or network must be reported to the Director of Technology.

#### **10. Violations**

- a. Access to Match Education's computing systems is a privilege and not a right. Match Education reserves the right to deny, revoke, or suspend specific user privileges, and/or to take disciplinary action up to, and including, suspension, expulsion (for students), and dismissal (for staff and volunteers for violations of this policy).
- b. Match Education will advise appropriate law enforcement agencies of any illegal activities conducted using Match Education's computing systems. Match Education also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the Match Education computing systems.
- c. Match Education prohibits retaliation against any staff member for reporting a possible violation of this policy or for cooperating in an investigation. Any staff member who retaliates against another user for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Updated: June 14, 2018



**EXHIBIT I**  
**MATCH CHARTER PUBLIC SCHOOL**

**Parental Notification Relative to Sex Education**

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Match Charter Public School Board of Trustees (the "Board") has adopted this policy on the rights of parents and guardians of our students in relation to curricula that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students at Match Charter Public School will be notified in writing of the courses and curricula we offer that primarily involve human sexual education or human sexuality issues. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations as may be determined by the school principal.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Chief Academic Officer, with a copy to the Executive Director, for review of the issue. The Chief Academic Officer or his/her designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Chief Academic Officer's decision may send a written request to the Board for review of the issue. The Board will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

A copy of this policy will be distributed to each principal by September 1 of each year.

Policy updated: June 14, 2018

**EXHIBIT J**  
**Life-Threatening Allergy Protocol for:**  
**MATCH CHARTER PUBLIC SCHOOL**

**Preface:**

Match Charter Public School (“Match”) recognizes the increasing prevalence of severe and life-threatening allergies among school-aged populations in the United States. While food allergies are the most common form of life-threatening allergies, treatment of a life-threatening allergic reaction (anaphylaxis) is the same whether caused by a reaction to food, insect sting, latex, exercise-induced, etc. As such, Match recognizes the need to help children with allergies avoid all allergens to which the child may react, and to establish emergency procedures to treat any allergic reactions that may occur.

**Statement of Protocol:**

The purpose of this policy is to establish a safe environment for Match students with life-threatening allergies, and to provide all Match students the opportunity to participate fully in all school programs and activities. The policies contained herein are designed to increase collaboration between parents, teachers, school nurses, administrators and staff, and to educate the Match school community about life-threatening allergies.

**Administrative Guidelines:**

Neither Match, nor its school personnel, shall be responsible for diagnosing life-threatening allergies and/or those foods, ingredients in foods, or other allergens that pose a risk to a student with a life-threatening allergy. Match will develop and implement an Individual Health Care Plan (IHCP) for all students with diagnosed life-threatening allergies, will implement an annual life-threatening allergy and EpiPen training for all staff or more frequently as needed for new staff or others. Parents will be provided, upon request, with information from the food services department regarding school lunch ingredients. Requests for such information must be made to the following address: attn: Nnenna Ude, Match Charter Public School, 215 Forest Hills St., Jamaica Plain, MA 02130. Please allow at least seven (7) business days for processing.

**A. Family, Student and School Responsibility:**

- I. Family Responsibility: *Before the start of each school year*, the parent/guardian of a student with life-threatening allergy should:
  - a. Notify the school nurse in writing of the student’s life-threatening allergy, or allergies;
  - b. provide to the school nurse all required documentation, including:
    - i. Signed documentation from the student’s physician detailing the nature of the student’s condition, medication orders, and/or an emergency care protocols, if applicable;
    - ii. a list of all known foods, ingredients and allergens that may cause a life-threatening reaction;
    - iii. signed parent permission form for medication administration, if required; and
    - iv. on an ongoing basis, documentation of any changes in condition or status of the student’s allergies and/or treatments;
  - c. meet with the school nurse to develop, review and/or modify the student’s Individual Health Care Plan (the “IHCP”) and Emergency Action Plan (the “EAP”), and deliver:
    - i. Any medications to be maintained by the school as prescribed by the student’s physician; and
    - ii. classroom snacks for the student, if stipulated in the IHCP;
  - d. collaborate with the student’s physician and the school to educate the student on the self-management of his/her life-threatening allergy, as developmentally appropriate, in order to promote self-advocacy and competence in self-care; and

- e. when possible, encourage the student to wear a medical alert bracelet or necklace at all times.
- II. Student Responsibility: A student with a life-threatening allergy should:
- a. Avoid trading food with others;
  - b. avoid any food with unknown ingredients or ingredients known to contain any allergen;
  - c. notify an adult immediately if he/she eats, touches, or inhales something that may contain an allergen; and
  - d. proactively manage his/her allergy, when developmentally appropriate.
- III. School Nurse Responsibility: The school nurse should:
- a. Review each students' yearly enrollment forms and provide a copy of the Life-Threatening Allergy Protocol to parents/guardians of any student with an indicated life-threatening allergy;
  - b. develop and implement an IHCP, corresponding EAP, and Medication Administration Plan for every student with a life-threatening allergy prior to school entry, or at the first opportunity after receiving documentation from the parent/ guardian;
  - c. share the IHCP and EAP with staff on a need-to-know basis (e.g. school leaders, teachers, food-service personnel, bus drivers, coaches, etc.);
  - d. when medically necessary (e.g. peanut allergies), collaborate with school staff to send home a letter to encourage parents/guardians and students to avoid bringing peanut/tree nut or other known allergens into school;
  - e. at the beginning of each school year, and on an ongoing basis as needed, provide education and training to all staff on the signs and symptoms of anaphylaxis and EpiPen administration;
    - i. conduct additional training for appropriate staff regarding individual students' life-threatening allergies, symptoms, risk-reduction and emergency procedures, as described in the student's IHCP and EAP;
  - f. maintain a list of students with life-threatening allergies in the health office; and
  - g. ensure that the school principal and Director of Operations are informed of all procedures and systems that are necessary to ensure the safety of students with life-threatening allergies.
- IV. School Leader Responsibility: The Principal, the Director of Operations, or his/her designee at each school should periodically review that:
- a. An IHCP is created and implemented for each student with a life-threatening allergy, and that:
    - i. staff are aware of how and when to communicate with the main office and school nurse in the event of emergency;
    - ii. systems are in place to ensure that staff in a temporary situation (e.g. substitute) are aware of, and have access to, the student's IHCP and EAP;
  - b. when developmentally necessary, there are procedures for monitoring snack and lunch;
  - c. for classes where a student has a life-threatening allergy, when necessary:
    - i. a letter is sent home to encourage parents and students to avoid bringing peanut/tree nut or other known allergens into school;
    - ii. areas are established within classrooms/cafeterias which prohibit consumption of certain foods before and after school hours;
    - iii. there is flexibility in grouping students to limit exposure to potential allergens; and

- iv. all students with life-threatening allergies have access to all classroom activities and celebrations;
    - d. students and staff have access to information regarding proper hand washing techniques before and after eating to limit risk of exposure to allergens;
    - e. teachers are discouraged from using food as a reward or incentive, and that the use of food for classroom functions is limited, except as outlined in this policy;
    - f. teachers notify parents of any school activity that requires the use of food or potential allergens in advance of the project or activity; and
    - g. the eating of food products on routine school bus routes is discouraged, except for those with medical needs (e.g. diabetics)
- V. Teachers and Other Staff Responsibility: Teachers and staff should:
- a. Become familiar with the IHCP of students under their supervision and respond to emergencies as per the emergency protocol documented in the EAP;
  - b. work in collaboration with the school nurse and school leaders, when possible, to inform parents of classmates of students with life-threatening allergies of any classroom restrictions that are necessary to reduce the risk of exposure to life-threatening allergens;
  - c. assist in monitoring identified students to help them avoid consuming restricted foods inadvertently brought into the classroom or any baked goods sent to school by anyone other than the student's parent, when possible;
  - d. pay particular attention to the contents of animal feeds for any animals that might be present in the classroom as those feeds often contain peanut products; and
  - e. be aware that "bullying" situations which utilize allergen triggers against a student with life threatening allergies represents a serious assault and should be dealt with accordingly.
- B. Food at Parties and Celebrations:**
- I. Parties and Celebrations: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:
    - a. School staff and/or school organizations that provide food items at grade-level or school-wide events during the school day will ensure that food is procured and supplied by the school's food service department when possible, and that the event is monitored using the same guidelines as with snack and lunch; and
    - b. staff will utilize alternate celebratory activities (e.g. crafts, videos, etc.), when possible.
- C. Field Trips/ Travel:**
- I. Trips: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:
    - a. The school nurse and relevant school leaders should be consulted with before determining the appropriateness of each field trip in consideration of safety of the students with life-threatening allergies;
    - b. school staff and leaders shall notify the nurse of all travel in a timely manner, when necessary;
    - c. prior to departure, the school nurse or leader reminds the chaperone on EMS activation procedures, when possible;
    - d. medications, including epinephrine, if prescribed, and a copy of the student's EAP should accompany the student;
    - e. a cell phone or other communication device must be available on the trip for emergency calls;
    - f. parents of a student at risk for anaphylaxis may be invited to accompany their child on school trips, in addition to the chaperone;



**EXHIBIT K**  
**Substance Use Prevention Policy for:**  
**MATCH CHARTER PUBLIC SCHOOL**

**Preface:**

Match Charter Public School (“Match”) recognizes that, as a school, it has a unique and important opportunity to proactively prevent substance use and abuse. As such, Match will collaborate with relevant stakeholders, including the Massachusetts Departments of Elementary and Secondary Education and Public Health (“DPH”), to provide its students with information on the dangers of opioid, alcohol, and other substance use, identify and support students who may be at risk for substance abuse, and to implement evidence-based, developmentally and culturally appropriate prevention programming.

**Statement of Protocol:**

The purpose of this policy is to outline prevention practices to be implemented at Match to decrease the likelihood that Match students will use or abuse dangerous substances. The protocols detailed below shall at all times be subject to the Family Education Rights and Privacy Act (FERPA), the Massachusetts student records laws, the Health Insurance Portability and Accountability Act (HIPAA), and any other relevant federal or state law.

**Administrative Guidelines:**

Match shall review and update this policy as needed to reflect applicable research and best practices in accordance with MGL c. 71 s. 96 (as amended by St. 2016, c. 52, s. 15).

**E. Educational Materials for Students and Parents**

- I. Health Educational Programing: Match will provide high-quality health and wellness education that will include developmentally appropriate information about the dangers of substance abuse. Such programing may include topics such as:
    - a. The distinction between drug use and drug abuse;
    - b. negative effects of different types of drugs/substances;
    - c. factors that cause and affect addiction;
    - d. addiction’s effect on the body, the brain, and overall wellness; and
    - e. methods to treat and support individuals who are addicted to substances.
  
  - II. Opiate Abuse Prevention Materials for Student Athletes: Due to the risk of injury and the subsequent need for pain management, student athletes may be at increased risk for opioid misuse. As such, prior to the start of each sports season, Match will provide to athletes and athletes’ parents with DPH-approved written education information on prescription opioid misuse prevention that is specific to athletics. Such materials shall also be publically available on Match’s website.
  
  - III. Resources for Students and Families: On its website, Match will provide links to relevant information, resources and organizations related to substance use and abuse that may be helpful for parents/ guardians, students and educators. Match recognizes that parents/ guardians play a critical role in the prevention of substance use and abuse, and shall encourage parents to contribute to prevention efforts.
- F. Professional Services and Referrals**
- I. Role of Staff: Match employs and contracts School-based Licensed Mental Health Professionals (“Mental Health Professionals”) to provide services to students, as well as to provide trainings for staff for the variety of mental health problems that students can experience, including substance

use (see Match's Mental Health Policy). Given that Match staff interact with students on a daily basis and are therefore often able to recognize changes in performance, demeanor, and/or appearance that may indicate a student's use or abuse of substances, Mental Health Professionals will share information with relevant staff on how to identify and refer for evaluation students who may be at risk of using or abusing substances.

- II. Referrals and Collaboration: School leaders and Mental Health Professionals will facilitate referrals to community behavioral health providers, as necessary. Professional best practices should be followed related to communication between staff, parents/guardians, students, and outside providers, as well as for ongoing monitoring and re-entry to school plans, if required.
- G. **Substance Use Prohibition**
  - I. Alcohol, Tobacco and Drug Use: A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. Match prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function. Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at school or participation in a school-sponsored activity will be barred from that activity and may be subject to disciplinary action, per the Student Discipline Policy for: Match Charter Public School.

#### Information for Parents:

- Talking to Your Middle School-Aged Child about Alcohol Tobacco and Other Drugs
  - <http://massclearinghouse.ehs.state.ma.us/ALCH/SA1020kit.html>
- Alcohol and Other Drugs: Is Your Teen Using?
  - <http://massclearinghouse.ehs.state.ma.us/ALCH/SA1066.html>
- Tips for Protecting Your Kids from Addiction Brochure
  - <http://massclearinghouse.ehs.state.ma.us/ALCH/SA3534kit.html>

(Updated October 5, 2016)

**EXHIBIT L**  
**Title I Family Engagement Policy for**  
**MATCH CHARTER PUBLIC SCHOOL**

Strong relationships with parents are a fundamental aspect of the Match Charter Public School (“Match”) program. Parents are involved in the development of our family engagement policy through Parent Council meetings and school review and improvement. At an annual meeting, parents are informed of our school’s participation in Title I and are told of the requirements and their right to be involved. They are involved in the planning, implementation and review of Title I programs, including the development and revision of the family engagement policy and the schoolwide program plan. Parents are given the opportunity to conduct an annual evaluation of the effectiveness of the parent involvement policy in improving the academic quality of the school, and to design strategies for more effective parent involvement. For Parent Council meetings throughout the year, Match may use Title I funds to provide parents with child care, transportation, home visits or other necessary related services.

Parents at Match are provided with timely information about Title I programs. Match parents are informed about the curriculum, the academic assessments used to measure student progress and the expectations for student performance. Strong parent involvement is expected and encouraged. Effective parent involvement activities are planned and implemented, and opportunities are made in Parent Council meetings for parents to formulate suggestions and to participate in decisions relating to the education of their children, and Match responds to any suggestions as soon as practicably possible.

Parents are surveyed annually about the content and effectiveness of the parent involvement policy in improving the academic quality of our school. Parents are given the opportunity to identify issues and to give open-ended feedback and suggestions for more effective parental involvement. Survey results are reviewed by administrators, who then determine what revisions to make to Match’s parent involvement strategy.

At the beginning of each school year, we notify the parents of each student attending Title I schools that the parents may request and the district will provide in a timely manner, information regarding the professional qualifications of their child’s classroom teachers, including licensure status, highly-qualified status, waivers, and baccalaureate and graduate degree majors as well as relevant paraprofessional qualifications. Parents are also provided with information on the child’s level of achievement on state academic assessments and timely notice if the child has been taught for four or more consecutive weeks by a teacher who has not yet met highly qualified requirements.

Additionally, we ensure that the lines of communication between school and home are open. Parents may call, email or stop by our school at any time. Parents are given the phone numbers of administrators and teachers. Parents who wish to be involved in our school are welcome to participate in decision making, planning and evaluation of our schoolwide Title I program.

This policy is made available to the local community and is reviewed annually and updated as needed to meet all of the changing needs of parents and our school.