



# Boston Preparatory Charter Public School

1286 Hyde Park Avenue, Hyde Park MA 02136

Dear Families:

Welcome to the 2015-2016 school year at Boston Preparatory Charter Public School. We are excited that you and your student are part of the Boston Prep community.

We have assembled this handbook to provide you with information about the coming school year. The following pages contain information about our program, academic supports, and the discipline and uniform policies. The handbook also includes important information about other school procedures and policies, so please read it carefully. Although we have tried to include everything, we know that we may not have addressed all of the questions you may have. We encourage you to contact any of us if you have concerns or need further information.

We want to highlight a school change this year that we believe will have a direct positive impact on our students' and families' experience at Boston Prep. This year we have expanded our school leadership team to include not only the Executive Director, the Director of Ethics and Instruction, the Director of Student and Family Life, but also a Chief Academic Officer, Eileen Callahan. This shift allows school leaders to better support academics, ethics, achievement, student culture, and home-school communication.

As always, a student's advisor will serve as a family's primary point of contact between home and school. Families can expect regular phone communication as well as weekly progress reports. Should a need arise that goes beyond the advisor, please direct your call to Mr. Lester, Director of Student and Family Life.

Our mission states, "*Boston Preparatory Charter Public School prepares students to succeed in four year colleges and embody, in thought and action, lifelong ethical growth*". In order for us to realize our mission, we need your help. We believe that parents and guardians are critical partners to ensure their student's success. Whether through formal or informal discussions, school events or volunteer activities, we hope that we see and hear from you throughout the year. We look forward to working closely with you.

Sincerely,

Sharon Liszanckie  
*Executive Director*

Adam Dobberfuhl  
*Director of Ethics and  
Instruction*

Michael Lester  
*Director of Student and  
Family Life*

Eileen Callahan  
*Chief Academic Officer*

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# Boston Preparatory Charter Public School

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## OUR MISSION AND VALUES

Our mission statement defines the founding values of Boston Prep and is reflected in all aspects of our program. The success of Boston Prep relies on the commitment of both students and teachers to persevere towards excellence.

### **The Mission**

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

### **History of Boston Preparatory Charter Public School**

The Boston Prep Founding Board was assembled in the summer of 2002 by Scott McCue, a Building Excellent Schools fellow and former teacher and administrator at the highly successful Academy of the Pacific Rim Charter School (APR) in Boston. In 2003, the group was awarded the charter from the Massachusetts Board of Education. At that time, the Founding Board transitioned to become the Board of Trustees, and they hired Scott McCue as the Executive Director.

In 2009, in a unanimous vote, members of the State Board of Education voted to renew the Boston Prep charter for a second term. This vote came after an extensive process, involving a written application and a multi-day site visit. The visit included observations in every classroom in the school as well as interviews with board members, teachers, parents, and students. This re-chartering allows Boston Prep to continue operating through the spring of 2014. In 2014 the school once again went through the renewal process. Boston Prep was granted its third charter without conditions. Boston Prep was also honored in 2009 by The Effective Practice Incentive Community (EPIC), an initiative of New Leaders for New Schools. Using a value-added model to analyze performance data from nearly 150 high-need charter schools across the country, EPIC identified 21 schools that made the most dramatic gains in student achievement in 2007-2008. The program works with award-winning schools to identify and catalogue concrete, replicable practices that can be implemented in other schools serving similar high-need student populations. In the study, BPCPS was a member of the "Gold Band," including the five highest performing schools in the country.

In 2014 BPCPS was the inaugural recipient of the Pozen Prize for Charter Schools from The Boston Foundation, which recognized a charter school for their sustained academic record over time. In addition, Boston Prep was rated the highest performing open enrollment high school in Boston, the 20<sup>th</sup> best high school in Massachusetts, and a gold-gain high school nationally by *US News and World Report*.

Boston Preparatory Charter Public School students have continued to demonstrate tremendous achievements on the statewide MCAS exam—consistently outperforming their peers across the City of Boston and the Commonwealth of Massachusetts. Students in the upper grades at BPCPS consistently rank first in the state in terms of performance. *In 2014, 100% of Boston Prep 10<sup>th</sup> graders were advanced & proficient on both the ELA and Math MCAS; making them #1 in the state of MA. Their scores exceeded the MA and Boston Public Schools averages.* While we believe a variety of measures attest to students' preparedness for college success, we believe that our MCAS results are one indication that they're well on their way. Further evidence of student success is drawn from knowing that 100% of our first five graduating

classes have earned an acceptance to a four-year college, and 100% of BPCPS graduates have matriculated to college.

## **Ready to Learn**

At Boston Prep, every student is greeted, every day, with a simple question: “Are you ready to learn?” This question is more complex than it may seem. On a most basic level, a student must have the necessary supplies to learn, and have committed some basic preparation (doing their homework, etc.) Yet on a deeper level, a student’s readiness to learn is an attitude. In some way, success at Boston Prep hinges on a willingness to adopt a spirit of continual humility and enthusiasm. There are many obstacles to learning, in the lives of adolescents, and in all of our lives. Verbally committing a readiness to learn is an aspirational statement—learning is an act of will.

This readiness to learn is a vital component to students’ experience throughout Boston Prep. It applies to the experience of a shy, incoming 6<sup>th</sup> grader on their first day, a 9<sup>th</sup> grader participating on an offsite retreat, or a 12<sup>th</sup> grader participating in a college-level class. Indeed, there may be no ingredient to our students’ long-term success after Boston Prep more important than their ongoing commitment to learning.

This value is modeled by staff, who must adopt a similar spirit of continual readiness to learn. In our pursuit of excellence, we must also continue to build our tools to push students instructionally and behaviorally, continually reflecting on our own areas of growth.

## ACADEMICS AND INSTRUCTION

### Standards

At Boston Prep scholarship is guided by a rigorous, standards-driven approach. We have developed standards for each grade level and discipline of study based upon a variety of sources, including the Massachusetts State Frameworks, the Common Core State Standards, and the Next Generation Science Standards. We are dedicated to continually revising our academic program and our standards in response to the needs and performance of our students.

### Promotion Policy

At Boston Prep, students will only be promoted when they have demonstrated mastery of the academic standards. Boston Prep is founded upon the belief that promoting students to the next grade because of their age, not their readiness to complete the school work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of the Boston Prep academic program is the promotion policy. To build a culture of learning and achievement, and to hold students accountable for their own efforts in their education, Boston Prep uses a strict and simple promotion policy.

**BPCPS students are required to earn passing scores of 70% or higher for the year in each of their academic, ethics and enrichment classes in order to automatically promote to the next grade level.**

Students in grades 9 through 12 who fail one academic course with a 69% or below will have the opportunity to participate in the Boston Prep summer remediation tutoring program. At the end of the tutoring program, students will be required demonstrate mastery to promote. Students will only receive credit for passing the program if they demonstrate mastery on the final exam, project, or course requirements as defined at the outset of the program.. If students pass, they will be promoted to the next grade level. If students do not, they will be required to repeat the grade. Students who fail two or more academic courses with a 69% or below will not have the opportunity to participate in the Boston Prep summer remediation tutoring program. They will be required to repeat the grade. Note: All students' retention and promotion cases are reviewed by The Leadership Team.

If a high school student does not meet the requirements to pass Ethics or Enrichment for the year, he or she will need to earn a passing grade in the Ethics summer program and/or the Enrichment summer program in order to promote to the next grade.

### Graduation Requirements

All students are required to meet statewide graduation requirements in order to earn a diploma at Boston Prep. The goal is that more students will be better prepared to meet 21st-century demands in their working and personal lives. To earn a Boston Prep high school diploma, students must:

- Earn passing scores of 70% or higher for all high school academic, ethics and enrichment classes, for four years (Note: Grades that adhered previously to the promotion grade of 65% will be included for school years prior to 2014-2015);
- Meet the Department of Elementary and Secondary Education Competency Determination Graduation Requirements;
- Complete a minimum of three summer enrichment programs and assignments

- Settle all financial obligations to BPCPS, including paying all outstanding balances for lunch, transportation, or instructional supplies.

## **Honor Roll**

Each semester, students are honored for high academic achievement. Honor roll designations are determined by a student's semester grade point average (GPA).

### Middle School Honor Roll Benchmarks

- Students completing the semester with a GPA of 85 or higher are designated *Honors*.
- Students completing the semester with a GPA of 90 or higher are designated *High Honors*.
- Students completing the semester with a GPA of 95 or higher are designated *Highest Honors*.

### High School Honor Roll Benchmarks

- Students completing the semester with a GPA of 85.00 or higher are designated *Cum Laude*.
- Students completing the semester with a GPA of 90.00 or higher are designated *Magna Cum Laude*.
- Students completing the semester with a GPA of 95.00 or higher are designated *Summa Cum Laude*.

## **Valedictorian and Salutatorian Criteria**

The Valedictorian is the student who has the highest cumulative grade point average at the end of the 7<sup>th</sup> semester. The Salutatorian is the student who has the second highest cumulative grade point average at the end of the 7<sup>th</sup> semester. In the case of a tie, multiple Valedictorians and/or Salutatorians will be named for the graduating class.

## **Middle School Core Curriculum**

Boston Prep middle school offers a rigorous college preparatory education that reviews fundamental skills, while also pushing students to think critically across subject areas. Our standards are aligned with the Massachusetts state standards and the CCSS. The core academic classes in middle school are English Language Arts, Mathematics, Science, History, Reading/ESL, and humanities electives. Every year students are also required to complete an Ethics class, as well as artistic, athletic, computer, and health and wellness enrichment classes.



The courses and requirements for each grade level are shown in the table below:

<b>Requirement</b>	<b>6<sup>th</sup> grade</b>	<b>7<sup>th</sup> grade</b>	<b>8<sup>th</sup> grade</b>
Reading/ESL	Reading I/II and ESL	Reading I/II and ESL	Reading I/II and ESL
English Language Arts	ELA 6	ELA 7	ELA 8
Math	Math 6	Math 7 (Pre-Algebra)	Math 8 (Algebra I)
Social Studies	Geography	US History I	World History I
Science	Earth Science	Life Science	Physical Science
Ethics	Ethics 6	Ethics 7	Ethics 8
Other	Enrichment	Enrichment	Enrichment

## High School Core Curriculum

Boston Prep High School offers a rigorous college-preparatory education and support systems that encourage intellectual autonomy. The high school curriculum is standards-driven, striking a balance between fundamental procedural skills and higher level conceptual habits. Our standards are developed in alignment with the Massachusetts state standards, as well as those articulated by the CCSS and the College Board. The curriculum is designed to challenge students academically and guide the development of moral character. The five core academic courses in high school are English, Mathematics, Science, History and Latin. Each year, students must also complete an Ethics class, artistic or athletic enrichment classes, and a summer enrichment program. Beginning in the 10<sup>th</sup> grade, students are required to enroll in Advanced Placement-level courses which include World History, U.S. History, Biology, Calculus AB, Language & Composition, Spanish. .

The courses and requirements for each grade level are shown in the table below:

Requirement	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English 9: Survey Course	English 10: World Literature	English 11: American Literature	English 12: Style and Language AP Language & Comp
Mathematics	Geometry Algebra & Geometry	Algebra II	Pre-Calculus	AP Calculus Statistics
Social Studies	Humanities	AP World History	AP U.S. History	3 collegiate seminars per semester
Science	Biology	Physics	Chemistry/Honors	AP Biology Science & Society
Foreign Language	Latin I	Latin II	Latin III & Ancient Civilizations	Latin IV & Ancient Civilizations
Ethics	Ethics 9	Ethics 10	Ethics 11	Ethics 12
Other	<ul style="list-style-type: none"> <li>▪ Athletic Enrichment</li> <li>▪ Freshman Seminar</li> <li>▪ Summer Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Athletic and Artistic Enrichments</li> <li>▪ College Prep</li> <li>▪ Summer Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summer Enrichment</li> <li>▪ Offsite Enrichment</li> <li>▪ College Prep</li> <li>▪ Rome Prep</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offsite Enrichment</li> <li>▪ College PRep</li> </ul>

## Enrichment Programming

Enrichment programming is a vital component of the Boston Prep student experience. Experience in artistic, athletic, and volunteer-oriented activities allow students to regularly practice the Boston Prep key virtues and strengthen their ability to show those virtues consistently and independently. Participation in enrichment enables students to discover and practice talents and passions they may not be able to explore in academic classes. In addition, through enrichment, students learn to maintain a healthy lifestyle and gain the knowledge and decision-making strategies to enable them to make healthy life choices.

Enrichments are offered on a quarterly basis. In the middle school, all students participate in visual arts, physical fitness, health and wellness, and technology over the course of the year. In the high school, students have several options, including enrichment courses offered by Boston Prep faculty,

pursuing an offsite enrichment outside of Boston Prep, and taking an online course. All students are required to pass enrichment for the year, and the 9<sup>th</sup> and 10<sup>th</sup> grade classes take a required enrichment sequence: Class seminar, college prep, physical fitness, and health & wellness. In order to successfully pass enrichment, students must be present in school with their enrichment uniform each day and exhibit consistent effort, engagement, and respect for themselves, the teacher, and their classmates.

## **Progress Reports**

In order to keep families and students aware of the progress students make, a progress report is sent home weekly. The weekly progress report shows all graded assignments a child has completed in each class as well as the child's current quarter grade for each course.

In the middle school, each child meets with his or her advisor in a small group setting each Friday morning. During this advisory, students review their grades and set goals for the upcoming weeks. Students bring home the progress report on Friday afternoons along with any other important announcements and school paperwork. It is vital that families read the progress report with students over the weekend and sign and return the newsletter reply form with the student to the school on the following Monday.

In the high school, advisors pass out progress reports on Friday mornings and meet with individual students to review their grades and set goals. High school students bring home the progress report on Friday morning along with any other important announcements and school paperwork. Especially for high school students, it is vital that families read the progress report with students over the weekend and sign and return the newsletter reply form with the student to the school on the following Monday. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades will only receive progress reports once every two weeks.

### 100 point scale

90-100	A
80-89	B
70-79	C
Below 70	F

## Support Services

Boston Prep provides a full range of academic support and special education services to students who are in need of such assistance. If your student is having persistent difficulty with school work, you may wish to consider making a referral for a special education evaluation. This referral may result in provisions being made for your student, including tutoring or other services. A referral for a special education evaluation should be made when a student is not progressing effectively in regular education and there is reason to believe that the situation is caused by disability.

### Special Education

Boston Prep embraces the special education philosophy of inclusion and strives to include every child in the general education program to the maximum extent possible. Because we believe in preparing all students for college, we believe that, when appropriate, all students should have access to a rigorous curriculum. Special education service delivery varies, including co-teaching, push-in support, and pull-out support. Additional special education services include: counseling, speech-language therapy, occupational therapy, and social groups.

A special education evaluation can result in the writing and implementation of an Individualized Educational Program (IEP). This document outlines the most effective strategies and services for meeting your student's needs and provides legal support to ensure that your child receives such assistance. The Individuals with Disabilities Education Act (IDEA) and Massachusetts Laws under Chapter 766 require appropriate services to be administered in the "least restrictive environment."

### English Language Learners

Boston Prep is dedicated to supporting all English Language Learners in the general education classroom. The goal of the ELL program is for students to quickly become proficient in the English Language so that they can better participate in their academic classes and be better prepared for college when they graduate from Boston Prep. ELL service delivery is provided through both push-in and pull-out services as determined by our ELL staff.

## School Supplies

Being prepared for class with the necessary supplies is an important component of being ready to learn. All textbooks and workbooks will be provided by Boston Prep. Students are responsible for the care of their school textbooks and workbooks throughout the school year. Lost or damaged books will need to be replaced and students will be charged a replacement fee at the end of the school year. Students who have outstanding dues from the previous school year may not be permitted to use school textbooks or workbooks until the fees have been paid. In addition, outstanding dues may result in a student's report card being held. Seniors will not be eligible for graduation until all instructional materials have been returned or all fees have been paid in full.

### Textbook Replacement Costs:

<u>8<sup>th</sup> Grade</u>	<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
Algebra I: \$65	Geometry: \$72	Algebra II: \$74	PreCalc/Alg III: \$120	Math: \$105
Physical Science: \$73	Biology: \$72	Physics: \$74	Chemistry: \$72	AP Biology: \$180
History Alive: \$75	World History: \$74	US History: \$103	US History: \$103	Latin IV Books: \$60
English Books: \$10	Latin I: \$55	Latin II: \$55	Latin III: \$55	History Books: \$30
	English Books: \$10	English Books: \$10	English Books: \$10	English Books: \$10
		TI-84 Calculator: \$100	TI-84 Calculator: \$100	TI-84 Calculator: \$100

Textbook Repair Cost: \$15

In addition to the supplies and books provided by Boston Prep, families must provide several additional supplies for the school year. A list of required materials will be provided to families during the first week of every year. Students must have all required materials by the start of the second week of school.

### Supplies provided by Boston Prep:

- Homework Folder (grades 6 – 8)
- Three-ring binder (grades 6 – 8)
- Agenda Planner
- Textbooks and Workbooks
- Calculators (for use at school only)

## **Middle School Daily Schedule**

The middle school schedule typically consists of seven periods, as well as homeroom time, AM break lunch, recess, and PM break. Most days, the seven periods will consist of core academic classes, one enrichment, and one study hall/tutoring block. Throughout the week students also have Ethics class with their advisors as well as two advisory lunch periods. The tutoring period will have flexible grouping created on a daily basis by content area teachers.

## **Middle School Support**

### **Tutoring:**

Students will have access to tutoring in school. The tutoring period will occur daily and will have flexible grouping created by content area teachers to address individual needs.

### **Saturday Academy:**

Boston Prep requires school on Saturday for middle school students who are not passing at least one of their academic classes with a 69% or above. Saturday Academy classes are held from 8:30 am to 12:30 pm each Saturday of the regular academic year, beginning in November. During Saturday Academy students receive tutoring and help with homework in the classes they are failing.

## High School Daily Schedule

The weekly schedule for Boston Prep High School students allows flexibility in some respects, while maintaining a consistent program of study in terms of core academic content. In addition to the five daily core academic classes, students will also have “Learning Lab” periods every day. These Learning Lab periods may serve as Academic Support periods, as Office Hours when students can meet with their teachers, or as a time for student clubs to meet. However, these periods may also serve as opportunities for additional study—either supplementary work in core academic classes or for mandatory programs such as English or Math remediation classes, SAT preparation classes or college preparatory classes..

## High School Offsite Enrichment

In high school, students may participate in an Offsite Enrichment Program, sponsored by the school. Seniors are required to participate in an Offsite Enrichment program. In essence, students have the opportunity to go off campus to learn skills such as sailing, lacrosse, singing, acting, and more from some of the premier professionals in Boston. In addition to artistic and athletic opportunities, juniors and seniors may also participate in offsite enrichment opportunities that are academic in nature, provide service to the community, or are professional internships.

In order to participate, students must meet academic and behavioral expectations and have a strong attendance record. Students must also complete a written application and complete an oral interview with the staff member that oversees summer and offsite enrichments. This option exists for juniors and select sophomores demonstrating the passion and readiness for such an experience. All seniors are required to have an offsite enrichment.

## High School Summer Enrichment Requirement

All Boston Prep high school students are required to participate in a high-quality summer enrichment program each summer. All high school students will be expected to participate in summer enrichment, regardless of whether they are promoted to the next grade level, participating in summer remediation tutoring, or repeating the grade level. If students are enrolled in summer remediation tutoring, the summer enrichment program should begin *after* the tutoring ends.

Students must be involved in a program that will allow them to gain skills and knowledge as well as grow personally and ethically. Examples of qualified summer enrichment programs include:

- A paid position obtained through the Hopeline or ABCD
- A minimum of 40 hours of volunteer work
- An academic camp on a college campus
- An internship
- A leadership training institute or camp

Students and families are fully responsible for finding and enrolling in a qualified summer enrichment program. Boston Prep is providing students with information about many high-quality programs in the area, including applications to be part of these programs. In addition, Boston Prep staff members are happy to provide students with recommendations, given ample notice. This is the extent of the school’s involvement in the application process. Families must ensure that students select an appropriate

summer enrichment program, take all steps necessary for application, and secure a position in a program. In addition, families are fully responsible for any and all costs associated with the selected summer enrichment program.

All summer enrichment programs must be approved by the staff member that oversees summer and offsite enrichments ensure that the program meets Boston Prep guidelines and expectations. Without program pre-approval, students risk not receiving credit for completion of summer enrichment. Upon completion of the summer enrichment program, students will be required to submit documentation of participation and complete a reflection assignment. These assignments will be graded and will be included in the first quarter grades of the following school year.



# CULTURE AND ETHICS

## Ethical Philosophy Program

Reflection and a commitment to serving others shape both the capacity and the willingness to excel academically. Conversation inside and outside the Boston Prep classroom will intentionally center on the following five key virtues:

- *Courage*: To act thoughtfully and morally in the face of adversity.
- *Compassion*: To empathize with others and demonstrate caring in our daily lives.
- *Integrity*: To tell the truth and to remain true to our moral principles.
- *Perseverance*: To tenaciously pursue our dreams and goals.
- *Respect*: To maintain a constant sense of dignity, and treat others as we wish to be treated.

In students' middle school years at Boston Prep, the language of the virtues is introduced. Students explored the meaning of each virtue and considered how each might be applied. For example, in the classroom, a student might have been encouraged to demonstrate courage by delivering a presentation in front of peers. A teacher might have reminded a student to show perseverance by doggedly pursuing a difficult math problem. Respect by all members of the community is essential to maintaining a safe, scholarly environment. In their high school years, students at Boston Prep will be challenged to delve more deeply into the meaning and ramifications of these virtues. An advisor might challenge a student to identify his or her own personal moral code and to apply it to complicated situations.

At Boston Prep, discussions inside and outside the classroom will often center on fundamental questions of what constitutes a moral, meaningful life. As Kevin Ryan and Karen Bohlin explain in *Building Character in Schools*, "Students should come away from their education with the understanding that pursuing an answer to...fundamental questions is of the utmost importance. The school that ignores the centrality of these questions or trivializes them...is, indeed, making a statement to students, that these questions are not really that important."<sup>1</sup> Such fundamental questions might include: "Why is there injustice in society?" or "What should I do with my life?" At Boston Prep, we recognize that the opportunity to shape the character of our youth and provoke thoughtful reflection about these types of questions lies at the crux of our work. Furthermore, this highly-intentional commitment to ethical philosophy is inextricably linked to academic achievement. A student who has not reflected deeply on his or her own purposes is at a severe loss in confronting the dizzying social pressures towards giving in to short-term gratification. A student who feels true ownership in a life of reflection and self-discipline will more enthusiastically engage in the hard work necessary for academic success.

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<sup>1</sup> Kevin Ryan and Karen E. Bohlin, *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life*. San Francisco: Jossey-Bass, 1999. p. 43.

## **Middle School Homeroom and Advisory System**

Every middle school student is assigned to a homeroom that is named after the alma mater of one the homeroom teachers. Students remain in their homeroom for the majority of the day, only changing rooms for lunch, reading, recess, and enrichment.

Every homeroom is also broken into small advisory groups. Each advisory will be assigned an advisor who acts as a guide to students in their academic endeavors. Advisors at Boston Prep have between 6 and 12 advisees. Advisors serve as the academic advocate for their advisees and are the contact person for teachers or parents when an overall perspective of a student's academic situation is needed. The academic advisor's main responsibilities include:

- Meeting with advisee groups once a week for Ethics lunch, once for academic advisory sessions, and additional lunches with advisors twice a week. Maintaining frequent contact with the families through making phone calls and scheduling parent or family conferences as needed.

The role of the advisor is primarily to monitor academic progress though students may wish to refer to their advisors for guidance in other areas as well. The advisor is the first person families should contact with questions about a student's academic progress.

## **High School House and Advisory System**

Students at Boston Prep High School belong to one of four "houses." While they rotate to different classrooms for different subject area classes, they identify themselves as members of the house. The houses span grade levels and family members will automatically be enrolled in the same house. The houses are named:

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

The Latin word, "honor," which means, "respect," is the paramount virtue in the high school, and a common theme in discourse in all four of the houses. In the high school, advisory groups are composed of same-grade-level members of the same house. Advisory groups and their advisors will remain together for four years. If a student repeats a grade, he or she will be placed in a new advisory group composed of students in his or her new grade, but from the same house.

## Boston Prep Code of Conduct

Boston Prep strives to create an environment where learning comes first. Maintaining a safe and orderly school environment at Boston Prep is a vital support to this goal. The Boston Prep Code of Conduct is designed to cultivate a respectful, serious academic atmosphere. Students are expected to hold themselves to high standards for behavior. Consequences will be administered for behavior that is unproductive or counter-productive, such as unpreparedness for class, minor disruptions of class learning, uniform violations, and chewing gum. More serious consequences will be administered for behaviors including, but not limited to the following:

- o Disrespect and/or disruptions of learning. Boston Prep will not tolerate disrespectful behavior towards staff, guests, or other students. Behaviors which prevent other members of Boston Prep from pursuing their education (such as failing to follow a teacher's directions, repeated talking or deliberately distracting other students during class) are considered disruptions of learning.
- o Cheating and/or plagiarism. Cheating and plagiarism represent breaches of community integrity and trust. Boston Prep defines cheating as conversing with another student about a test or exam during a graded test or exam, copying or attempting to copy the work of another student, or using/attempting to use materials other than those allowed during an assessment. Plagiarism is defined as representing someone else's work as your own.
- o Safety Violation. This includes pushing, fighting, threatening or other violent behavior. Being in an unsupervised location might also constitute a safety violation.
- o Unprofessional contact. This includes any forms of touching, groping, or other displays of affection, other than shaking hands.
- o Attendance violations. Students are required to attend all scheduled classes and events, on time. Boston Prep has a closed campus. Students should not go beyond the specified limits of the school grounds without an approved chaperone or the express permission of a faculty member. Students who are not present in school may not attend school-sponsored activities after school on that day.
- o Property violations. The theft, destruction, or defacement of school or private property may constitute violations of state law and jeopardizes the integrity of the school community. Any violation of state law may be reported to the proper authorities.
- o Inappropriate behavior on the MBTA and/or in school uniform. Students represent Boston Prep when riding the MBTA and when in school uniform. They must not engage in any disruptive and/or dangerous behavior.
- o Harassment and discrimination. Consistent with Massachusetts General Law, c. 76, s. 5, Boston Prep is committed to maintaining a school environment free of harassment and discrimination based on race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability.
- o Alcohol, controlled substances, and tobacco. The sale, transfer, use, or possession of alcohol and tobacco at school or school related functions constitute a violation of Massachusetts State Law. Smoking on school grounds is strictly prohibited. Possession of controlled substances is also strictly prohibited and may result in an expulsion from Boston Prep
- o Weapons. Massachusetts State Law dictates that "any student who is found on the school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or knife... may be subject to expulsion from the school."

We all share the responsibility for maintaining a safe, positive learning environment. Students who have knowledge about serious disciplinary infractions or potential serious disciplinary infractions must contact a teacher or administrator immediately. These infractions include, but are not limited to, cheating, property violations, harassment, acts or threats of violence or aggression, possession and use of alcohol, controlled substances, tobacco, and possession of weapons. Failure to contact a teacher or administrator may result in further disciplinary action.

Students at Boston Prep are discouraged from carrying cell phones or other electronic items. The school will not assume responsibility if these items are lost or stolen. These items must be turned off on school property, and must be stored in student lockers. If electronic devices are seen or heard by faculty on school property, they will be confiscated and returned only to a parent or guardian only.

## **Consequences**

All students are expected to follow the Boston Preparatory Charter School's Code of Conduct, unless otherwise determined by the student's Individualized Education Plan Team or 504 Team and written in the student's IEP or 504 Plan. Federal and state laws provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Director of Student and Family Life.

The Code of Conduct is to be read in conjunction with school district policies, specifically, the Anti-Discrimination policy, the Anti-Harassment policy, the Bullying Prevention and Intervention plan, and special education policies, laws and regulations.

### **Demerits**

Teachers give students visual reminders and verbal clarification to help them develop the discipline Boston Prep expects. Students whose behavior in class is unproductive or counter-productive will earn demerits and will be required to serve a detention. Repeated earning of demerits may result in mandatory parent conferences or suspension from school.

In the middle school, if you earn 3 or more demerits in one day you are required to attend detention the following day. In the high school, if you earn 10 demerits in a week you are required to attend detention on Friday, if you receive 11 or more demerits you are required to serve two hours. High School students that have earned only one hour of detention on Friday have the opportunity to serve the detention on Friday or Monday if they communicate this with the Dean of Students. Students that do not attend High School detention serve additional, escalating consequences based on frequency of skipping: lunch detentions, in-school suspension, and in extreme cases, out of school suspensions.

### **Suspension from Class**

Any student whose behavior disrupts the learning environment and jeopardizes another student's education will be sent out of class and must report immediately to the Dean of Students, and remain in the office for no more than thirty minutes. In that time students will reflect on their behavior, have a discussion with the Dean of Students and learn from his or her behavior as demonstrated through writing. When students are ready to learn they will be sent back to class.

### **Suspension from School**

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively

for multiple disciplinary offenses in any school year. The Director of Student and Family Life may, in his/her discretion, allow a student to serve a long-term suspension in school.

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

### Expulsion

An expulsion will result in the permanent removal from school of the student in question and can only apply pursuant to M.G.L. ch. 71, §37H and §37H½.

Students are subject to expulsion by the Director of Student and Family Life for the conduct listed below.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*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 must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Director of Student and Family Life when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H½ .

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

### **Sample Infractions and Consequences for which a student may be subject to the discipline include, but are not limited to the following:**

Potential Consequence	Behavior
Earning of Demerits	Talking during class Unprepared for class Distracting classmates Not doing assigned work Not following instructions Uniform violation Gum

	Food outside of cafeteria or in class
Suspension from class	Repeated earning of demerits. Inattentive classroom behavior Disruptions of learning
Out-of-school suspension	Disrespect towards faculty or staff Use or possession of alcohol, or tobacco. Unlawful possession of prescription drugs Theft Destruction of property Harassment Cheating, plagiarism, or forgery Gambling Violation of closed campus Violation of behavioral contract (if applicable) Dangerous behavior on school bus Safety/health violation Pending felony charge
Expulsion	Use or possession of weapon Possession, sale or transfer of controlled substances Acts or threats of violence towards faculty or staff Conviction of a felony offense

### **Student Searches**

Searches of students will be conducted in accordance with the law. Such searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian of a searched student will be notified as soon as possible to inform them that a search is about to or has just occurred. School lockers and desks, which are assigned to students for their use, remain the property of Boston Prep and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time.

## **Bullying Prevention and Intervention Plan**

Boston Prep is committed to proactively implementing strategies to prevent bullying and promptly and effectively addressing bullying if it does occur. Boston Prep developed a Bullying Prevention and Intervention Plan in accordance with M.G.L. 71, §37O, as added by *An Act Relative to Bullying in Schools*, Chapter 92 of the Acts of 2010. A complete copy of the plan has been included in Appendix A.

Each year, the Boston Prep staff will participate in professional development aimed to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. In addition, Boston Prep staff will review and prepare curricula to educate students in all grade levels to help them prevent, identify and respond to bullying. Bullying prevention sessions and presentations will be integrated into the school's Ethics curriculum throughout the school year.

### Summary of Reporting and Responding to Bullying and Retaliation:

- Reports of bullying or retaliation may be made by any member of the Boston Prep community, including students, parents/guardians, and staff. These reports may be made anonymously using a voicemail box, email address or via postal mail, but no disciplinary action will be taken solely on the basis of an anonymous report. All reports should be directed to the Director of Student & Family Life or designee.
- The Director of Student & Family Life is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Director of Student and Family Life as the alleged aggressor. In such cases, the Executive Director or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Executive Director is the alleged aggressor, the Board of Trustees, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.
- When responding to a report of bullying or retaliation, the Director of Student & Family Life or designee will take all steps to ensure the safety of all community members.
- The Director of Student & Family Life or designee will conduct an investigation and will keep a written record of the investigation.
- The Director of Student & Family Life or designee will notify parents/guardians of all parties involved upon determining that bullying or retaliation has occurred.
- The Director of Student & Family Life or designee will determine the next set of actions based on the circumstances and will determine what action will be taken to prevent further acts of bullying or retaliation.

Boston Prep seeks to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Throughout the year, the school will offer resources and education programs focused on anti-bullying and cyber safety.

## **Anti-Hazing Law**

Massachusetts anti-hazing law ((M.G.L. c. 269, §§ 17-19) makes it a crime to engage in hazing activities. Hazing means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

All Boston Prep student groups, including varsity sports teams, must also comply with the law. A contact person from each student organization must sign a statement indicating that the organization has received a copy of the law, each of its members, plebes, pledges, or applicants has received a copy of the law, and the organization understands and agrees to comply with the law.

The law also requires anyone who knows that another person is the victim of hazing to report such an incident to an appropriate law enforcement official as soon as possible and provides criminal penalties for failure to do so.

## **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.

## **Procedural Due Process and Parent Notification Policy**

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

### **Student and Parent/Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H<sup>3/4</sup>**

This section governs all student offenses that may be subject to short- or long-term suspensions that *do not* involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by M.G.L. c.71 §§37H and 37H<sup>1/2</sup>, as detailed above.

In every case of student misconduct for which suspension may be imposed, the Director of Student and Family Life is required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the Director of Student and Family Life is considering and/or decides to implement a removal from school (suspension or expulsion) as a consequence for student misconduct.

#### *Removal from Privileges and Extracurricular Activities*

The Director of Student & Family Life or his/her designee may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

I. In-School Suspension. An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

The 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 administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the 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 administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Director of Student and Family Life for the purpose set forth above, if such meeting has not already occurred. The 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 administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page [ ].

II. Short Term, Out-of-School Suspension. Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- the disciplinary offense;
- the basis for the charge;
- the potential consequences, including the potential length of the student's suspension;
- the opportunity for the student to have a hearing with the 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;
- the date, time, and location of the hearing;
- the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The 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 and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

### III. Long Term Suspension

Except in the case of an Emergency Removal provided on page [ ], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- 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 the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) the right to appeal administrator's decision to impose long-term suspension to the Executive Director.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the Executive Director or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

#### IV. Expulsion

##### Procedures applicable to conduct covered by M.G.L. c.71, §37H and 37H½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an 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 Director of Student and Family Life within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the Director of Student and Family Life or designee. 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 administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the Director of Student and Family Life or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
  - a) The reason for the suspension
  - b) A statement of the effective date and duration of the suspension
  - c) A statement regarding whether or not the Director of Student and Family Life will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Director of Student and Family Life will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Director of Student and Family Life may meet informally with the student and/or his parents to review the charge and the applicable standards if the Director of Student and Family Life deems appropriate.

### Continuation of Educational Services

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, 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 or school. Students who are suspended under §37H<sup>3</sup>/<sub>4</sub> for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under Boston Prep's Education Service Plan, which is described below. If the student withdraws from the charter school and/or moves to another school district or public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### Services during Removals and School-Wide Education Service Plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

Boston Prep has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. The Director of Student and Family Life shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

Boston Prep'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.

If Boston Prep expels a student or suspends a student for more than 10 consecutive school days, Boston Prep is required to provide the student and the parent/guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent/guardian, the school shall facilitate and verify enrollment in the service.

### Exception for Emergency Removal

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

The administrator will immediately notify the Executive Director in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

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

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 other applicable matters;  
Provide written notice to the student and parent as provided in Section C or D above, as applicable;  
Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.

Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An 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.

#### Appeal to the Executive Director for Long Term Suspension

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Executive Director. In order to do so the student or parent must file a notice of appeal with the Executive Director within five (5) calendar days with a seven (7) day postponement option. The Executive Director 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 Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

The Executive Director will make a good faith effort to include the parent in the hearing. The Executive Director will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director will send written notice to the parent of the date, time, and location of the hearing. The Executive Director 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 Executive Director will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Executive Director will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.

The Executive Director will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the Executive Director constitutes the final decision of the school district.

### **Students with Special Needs**

All students are expected to follow the Boston Prep Code of Conduct, unless otherwise determined by the Team and written in the student's IEP. Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Director of Support Services, the Dean of Students or the Director of Student and Family Life.

### **Middle School Detention**

Holding students accountable for their behavior is fundamental to our success at Boston Prep. To meet this end, we hold a daily after school detention for students who earn three or more demerits throughout the course of one day.

If students earn three or more demerits in one day they are required to attend an after school detention the following day. Detention is held from 4:15-5:15 p.m. Tuesdays through Thursdays, 3:00-4:00 p.m. on Monday and Friday afternoons. If your child has earned a detention he or she will be required to stay after school and you will receive a phone call the night before informing you that they will be required to stay.

Students are also required to be present on time at school. By 7:40am a student must be in full uniform, have answered the question “Are you ready to learn?” and signed into school using the school’s attendance system. Failure to do so results in tardy detention. 7<sup>th</sup> and 8<sup>th</sup> graders serve tardy detention after school for one hour; 6<sup>th</sup> graders serve tardy detention during their lunch periods.

Because an automated machine is used to make detention calls, it is the family’s responsibility to ensure that the school is provided updated contact information.

### **High School Detention**

Students will serve one hour of detention, after school on Friday for every ten demerits they earn throughout the course of the week. Tardy detention is served daily for late arrivals to school; High School students are given one tardy pass per quarter. Athletes that are late to school on game day, and have already used this tardy pass, are not eligible to play that date.



## Boston Prep Uniform Policy

Clothing worn by students at Boston Preparatory Charter Public School should emphasize the fact that the school is both a community and a place of work. Students should dress in a way that expresses their membership in the community and that suits the standards of a workplace. Their attire should be neat and tidy and should conform to the Boston Prep uniform at all times.

Boston Preparatory Charter Public School's uniform consists of:

- An official Boston Preparatory Charter Public School "polo" shirt; or, for students in the high school, an official Boston Preparatory Charter Public School button down. Shirts must remain tucked in at all times. Undershirts must be solid white or gray.
- The official Boston Preparatory Charter Public School sweater. This sweater is optional, although students will not be allowed to wear other sweaters or jackets indoors.
- The official Boston Preparatory Charter Public School cardigan. This cardigan is optional, although students will not be allowed to wear other sweaters or jackets indoors.
- Khaki (tan) colored pants, worn with a belt through belt loops, or skirts of at least knee-length. Skirts must be at least one inch below the knee. Students wearing skirts are allowed to wear tights or ankle socks with their skirts; leggings and other socks are not permitted. Khaki shorts are acceptable after May 15th, but shorts must be at least one inch below the knee.
- Belts must be solid brown or black leather, and should not have excessive ornamentation.
- Dark colored shoes in solid brown or black. Shoes may be of the loafer or lace-up style but they must not be open-toed, nor may lace-up shoes be worn unlaced. Students may not wear boots. Sneakers are not acceptable except during Enrichment. Socks must be black, brown, or white.
- Young men in the Boston Prep high school must wear the official Boston Prep neck tie or bow tie.

The student uniform at Boston Preparatory Charter Public School specifically forbids the wearing of:

- Any clothing with legible writing or images (other than the Boston Prep logo). This refers even to clothing worn under another shirt, for example a t-shirt under an oxford shirt.
- Jeans. This includes khaki-colored jeans.
- Carpenter-style pants or pants with large pockets on the sides.
- Joggers.
- Sneakers (except while participating in Enrichment).
- Hats, caps, bandanas, hoods or night wraps. (Students may wear headbands for the purpose of holding back hair, but they may not be more than 2 fingers wide and cannot have any additional flowers, bows, etc.)
- Jackets or overcoats (except while outdoors)
- Any clothing tied around the waist or neck.
- Any clothing which is inappropriate for the workplace (i.e. miniskirts, excessively baggy or tight pants, elaborate jewelry, excessive belt buckles or belt accessories, etc.).

No student will be admitted to class until his or her attire meets the requirements listed above. Families with questions or concerns about the uniform policy should consult the Executive Director. Further, the Executive Director, the Dean of Students, and the faculty reserve the right to restrict individual items of clothing as necessary, given notification of a parent or guardian, if such clothing interferes with normal school activities.

### Athletic Uniform

The athletic uniform at Boston Preparatory Charter Public School is designed for simplicity, neatness, comfort and safety. Boston Preparatory Charter Public School and its physical education partners will

provide space for changing before and after physical activity. For all athletic activities, students should wear:

- Sneakers (i.e. “tennis shoes”) or other athletic footwear. Sneakers should always be worn with socks and must remain tied at all times. Sneakers may be of the student’s choosing, but must not have dark soles of the sort that mark gym floors.
- The official Boston Preparatory Charter Public School athletic t-shirt.
- The official Boston Preparatory Charter Public School athletic shorts.
- Students may wear the official Boston Preparatory Charter Public School sweatpants and sweatshirt. Students may not wear non-uniform sweatpants or sweatshirts.

Uniforms should be clean and neat at all times; students whose gym clothes are dirty or offensive smelling will be considered to be out-of-uniform and will be unable to participate.

**Boston Preparatory Charter Public School Academic Calendar (Family Version)**  
2015-2016

November 2015						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 <sub>a</sub>	31

September 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 <sup>a</sup>	25 <sup>a</sup>	26	27	28	29
30	31					

March 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2016						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 <sup>a</sup>	23	24	25	26	27
28	29					

January 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 <sup>a</sup>	23
24	25	26	27	28	29	30
31						

December 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2016						
S	M	T	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22 <sup>a</sup>	23	24	25
26	27	28	29	30		

May 2016						
S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8 <sub>a</sub>	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

\*August 17: New 6<sup>th</sup> & 9<sup>th</sup> Student orientation (6pm)  
 \*August 24: First Day of School for 6<sup>th</sup> grade, 9<sup>th</sup> grade, and all new 7<sup>th</sup> and 8<sup>th</sup> grade students  
 \*August 25: First Day of School, all grades  
 \*September 3-4: High School House overnight retreats  
 September 7: Labor Day, No School  
 October 12: Columbus Day, No School  
 \*October 30: Q1 ends (48 days)  
 \*November 11: Veteran's Day, Observed; No School  
 \*November 16: No School – Staff Professional Development Day  
 \*November 25: Early Dismissal, 12:30 pm

November 26-27: Thanksgiving Break; No School  
 December 21 - January 1: Winter Vacations; No School  
 January 18: M.L.K., Jr. Day; No School  
 #January 22: Q2/S1 ends (46 days)  
 February 15-19: February Vacation; No School  
 \*February 22: No School – Staff Professional Development Day  
 March 25: Good Friday, No School  
 #April 8: Q3 ends (49 days)  
 April 18-22: April Vacation; No School  
 May 30: Memorial Day; No School  
 \*June 13: High School Graduation Ceremony  
 #\*June 22: Last Day of School and Q4/S2 ends (47 days)  
 \*July 5 - July 22: HS Summer School  
 TBD: MS Summer School

# SCHOOL POLICIES AND PROCEDURES

## Attendance Policy

### *Attendance Requirements*

Attendance is crucial to student's success at Boston Prep. Students cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students MUST bring in a note after each day they are absent. The note must include:

- The date of the absence.
- The reason for the absence.
- A phone number where a parent or guardian can be reached.
- The parent/guardian signature.

### **Student Absence Notification Program**

At the commencement of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding the absence.

Parent(s) or Guardians will also be notified when a student who has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year and a meeting will be scheduled with the building Director of Student & Family Life (or his/her designee), the Parent(s)/Guardian and the student to develop an action plan to improve the student's attendance.

### *Excused and Unexcused Absences and Tardiness*

We realize that there are times when students will not be in school, but BPCPS strongly believes that your student's education should be his or her priority. The following are considered excused absences from Boston Prep:

- A note from a doctor explaining an illness or injury that prevents the student from attending school.
- A death in the immediate family or other significant family crisis.
- Religious holidays.
- Suspension from school.

All other absences will be unexcused, unless negotiated with the Director of Student and Family Life of the school. Students who have more than ten unexcused absences during the school year will be

subject to serious consequences up to and including notification of proper authorities and retention in the current grade.

Students who arrive after the beginning of the school day are designated tardy to school. 6<sup>th</sup> grade middle school students who are tardy must attend Tardy Detention during the lunch period 7<sup>th</sup> and 8<sup>th</sup> grade middle school students must attend an after school tardy detention that day. High School students who are tardy to school must attend a mandatory tardy detention after school for one hour. High School students who arrive between 7:40 and 8:15am are given one “tardy pass” per quarter, which means that they do not serve tardy detention for their first offense during this time. Any tardy after their first requires an automatic tardy detention and any student arriving after 8:15 is required to attend tardy detention. No “tardy passes” are given for arrivals after 8:15am. Repeated tardiness may result in further action by the school’s administration.

### ***Arranging Early Dismissals***

Please note that students who are leaving school early without a parent signing them out must have a written note explaining when and why they must leave. This note must be signed by a parent or guardian. Students are not allowed to use school telephones, and will not be allowed to use the telephone in the main office or in the Dean’s office. A phone call will not be accepted as means of dismissing student early from school. If student does not have a note, a parent/guardian will have to come pick the student up. Students may not be dismissed on their own if they did not turn in a note from a parent/guardian that day.

Students that leave school early for medical appointments must bring in a note from the doctor’s office the following day stating that they were seen so that the absence may be marked “excused.”

Students who are their own legal guardians, age 18 or over, must also submit a written notice to the Director of Student and Family Life of the school to request an early dismissal. This written request must be verified by the Director of Student and Family Life or other administrator before the student will be dismissed from school.

### **Middle School Hours**

**The middle school day begins promptly at 7:40 a.m.** All students should be in their homerooms, ready to begin the day by 7:40 a.m. To facilitate this, students are required to arrive at school by 7:40:00. If they arrive after this time they are deemed tardy, which results in lost lunch privileges or after school time. On Mondays and Fridays, students are dismissed early, at 3:00 pm. Tuesday through Thursday, the regular school day ends at 4:15 p.m. Students who are assigned to an after school detention will be required to stay until 5:15 p.m.

### **High School Hours**

The high school day begins promptly at 7:40 a.m. Tuesday through Thursday, the regular school day ends at 4:15 p.m. Students who are assigned to after school tardy detention must stay until 5:15 p.m. On Mondays and Fridays, students are dismissed early, and 3:00 pm. Some students may be required to serve detention until 4:00 pm or 5:00 pm on Friday afternoons. Students enrolled in offsite Enrichment opportunities may be dismissed from school before 4:15 p.m.

## **School Cancellation**

In the event of inclement weather and snow days, Boston Prep will follow the cancellations of the Boston Public Schools. Please check the internet or tune into local radio or television stations for updated information.

## **Visitors**

Boston Prep invites families and the public to visit our school. In order to ensure to ensure the safety of the learning environment, all visitors must report to the main office. Boston Prep reserves the right to deny entry to anyone whose presence might endanger the safety of its students and staff or disrupt the learning environment.

# STUDENT AND FAMILY POLICIES

## Boston Prep

### Policy on Medical Records and Health Services

Massachusetts state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

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

### Policy on Administration of Medication to Students

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

#### PROCEDURES/GUIDELINES:

1. **Medication Authorization Form** – School personnel shall not administer to any student, nor shall any student possess or consume *any prescription or non-prescription medication* except after filing complete medication authorization information. The school nurse reviews the written authorization and consults with the parent/guardian or physician for additional information as necessary. Authorization and any subsequent changes include:
  - a. Physician's written permission
  - b. Student's name, medication name, dosage, and date of order
  - c. Administration instructions (route, time or intervals, duration of prescription)
  - d. Reason/intended effects and possible side effects
  - e. Parent/guardian written permission
2. **Appropriate Containers** – Medication and refills are to be provided in containers, which are:
  - a. Prescription labeled by a pharmacy or licensed prescriber displaying Rx number, student name, medication, dosage, and directions for administration, date and refill schedule and pharmacist name.
  - b. Manufacturer labeled non-prescription over-the-counter medication.

3. **Administration of Medication** will be by the school nurse, or school administrator. Parents must provide advance notice to the school nurse of field trips or other off campus activities. Other certificated school personnel may also volunteer to assist in medication administration and may be given instructions by the nurse. If no volunteer is available, the parent/guardian must make arrangements for administration. The school nurse or administration retains the discretion to deny requests for administration of medication.
4. **Self-Administration** – A student may self-administer medication at school and activities if so ordered by his/her medical provider. Daily documentation will be provided as below (#6) for such health office supervised self-administration. For “as needed” medications such as those taken by students with asthma or allergies, the physician may also order that the student carry the medication on his or her person for his/her own discretionary use according to medical instructions when the student is off-campus for school related activities. However no daily documentation will be possible if this is the case. Self-administration privileges may be withdrawn if a student exhibits behavior indicating lack of personal responsibility toward self or others with regards to medication.
5. **Stock Medications** – Tylenol, Motrin, Benadryl, Sudafed, Tums, Mylanta, Midol, throat lozenges, Pepto-Bismol, saline nose and eye drops, antibiotic ointment, hydrocortisone anti-itch topical ointment, and swimmers ear drops are kept in stock at school as a courtesy to students, however a completed Medication Authorization Form must be provided for their use. In an emergency, a one-time dose may be given with phoned parent permission. A Medication Authorization Form will then be sent home for completion and no further doses will be provided without the completed form on file.
6. **Storage and Record Keeping** – Medication will be stored in a locked cabinet. Medication requiring refrigeration will be stored in a secure area. Each dose will be recorded in the student’s individual health record. In the event a dose is not administered, the reason shall be entered in the record. Parents may be notified if indicated and it shall be entered in the record. To assist in safe monitoring of side effects and/or intended effects of the treatment with medication, faculty and staff may be informed regarding the medication plan. For long-term medication, written feedback may be provided at appropriate intervals or as requested by the licensed prescriber and/or parent/guardian.
7. **Documentation, Changes, Renewals, and Other Responsibilities** – To facilitate required documentation, medical orders, changes in medical orders, and parent permissions may be faxed to the BPCPS School Nurse. It is the responsibility of the parent/guardian to be sure that all medication orders and permissions are brought to school, refills provided when needed, and to inform the nurse of any significant changes in the student’s health. Medication remaining at the end of the school year must be released to a parent/guardian or it will be discarded within one week. Every prescription order must be renewed each school year.

### **First Aid Provision and Medical Emergencies**

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



## **Health and Illness**

The school requests that children do not come to school if they are ill. If school staff believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their child home. Parents will be contacted if a child has a moderate to high fever; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has an illness that prevents the child from participating in activities.

## **Home and Hospital Services**

The purpose of this policy is to outline how students who have extended medical absences will be provided with educational services. This policy is written according to 603 CMR 28.03 (3)© and 28.04(4):

When students are ordered to remain at home or in a hospital due to a medical reason for at least 14 school days in a single year, the Director of Student and Family Life shall acquire a written order from the student's physician. Additionally, the Director of Student and Family Life of BPCPS will ensure that educational services are provided to this student, at their home or in the hospital, for this time period. These services will be available to students as long as they do not interfere with the student's medical care. If a student in question is on an Individualized Educational Plan, the Director of Student and Family Life will coordinate services with the Director of Support Services.

Once the student's personal physician has determined a home or hospital stay of at least 14 days is necessary, the physician will submit a signed statement to the Director of Student and Family Life at Boston Prep. The physician's notice must include the following:

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

Students with chronic illnesses whose time out of school due to their illness might add up to at least 14 days are also eligible for home/hospital educational services. These educational services will be provided by the school without delay as soon as Boston Prep receives written notice from the student's physician that the services are necessary.

The educational services will be provided to the student in question by a member of the district or by a contracted employee who has been hired to deliver these services. The number of hours of services provided is dependent on the individual child's educational and medical needs. If the child is on an IEP, all parts of the IEP will be followed during this service provision.

If services are to be provided in the home, Boston Prep requires that an adult family member be present when educational services are provided. If this is not possible because of scheduling

conflicts, Boston Prep will either reschedule the time when services are provided to a time when an adult can be present, or Boston Prep will send an additional staff member to provide the services. This will be determined separately for each case.

Students at Boston Prep who become pregnant will be permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. After giving birth students are permitted to return to the same academic and extracurricular program as before the leave. Boston Prep does not require a pregnant student to obtain the certification of a physician to be able to continue in school.

Students who miss a substantial amount of school during their pregnancy after delivery will be provided access to at-home tutoring or other academic supports to ensure they do not fall substantially behind in their academic work.

## **School Breakfast and Lunch Policy**

The school will adhere to applicable state and federal regulations for nutrition programs and food services. The school does not have its own kitchen and has arranged for a caterer to bring in hot lunches and cold breakfast each day.

The school participates in the National School Lunch Program, and the Community Eligibility Program, which provides breakfast and lunch to all students free of charge.

Breakfast will be provided at the school in the morning before school and will be free of charge for all students. Breakfast is served each day between 7:00 AM and 7:40 AM. No breakfast will be served after 7:40 AM.

Lunch will be provided for students and will be free of charge for all students. Students have the option to bring their own lunch from home.

## **Local Wellness Policy**

Boston Preparatory Charter Public School is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of Boston Preparatory Charter Public School that:

- The school district will engage students, parents, teachers, food service professionals, health professionals in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- All students in grades 6-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified professionals will provide students with access to a variety of nutritious foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs.

To achieve these policy goals:

### **I. Nutritional Quality of Foods and Beverages Sold and Served in School**

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;

- offer fruits and vegetables.

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Boston Prep will, to the extent possible, operate the School Breakfast Program.
- Boston Prep will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
- Boston Prep will notify parents and students of the availability of the School Breakfast Program.
- Boston Prep will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-Priced Meals. Boston Prep will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

Meal Times and Scheduling. Boston Prep:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals.

Qualifications of School Food Service Staff. Qualified professionals will administer the school meal programs. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. Boston Prep will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Fundraising Activities. Boston Prep will limit fundraising activities involving food and will encourage fundraising activities that promote physical activity.

Rewards. Schools will limit the use of foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Boston Prep will limit celebrations that involve food during the school day.

Healthy Snacks. To promote healthy eating, in the middle school requires that students bring ONLY fruit and yogurt for their AM snack. All other snacks must be saved for lunch or after school.

## II. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Boston Preparatory Charter Public School aims to teach, encourage, and support healthy eating by students. Boston Prep will provide nutrition education and engage in nutrition promotion that:

- is part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television.

Communications with Parents. The school will support parents' efforts to provide a healthy diet and daily physical activity for their children. Boston Prep will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools. Boston Prep will not allow food marketing.

Staff Wellness. Boston Preparatory Charter Public School highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

## III. Physical Activity Opportunities and Physical Education

Daily Recess. Middle school students will have daily, supervised recess, preferably outdoors, during which Boston Prep will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Physical Activity Opportunities. Boston Prep will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Safe Routes to School. Boston Prep will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the Boston Prep will work together with local public works, public safety, and/or police departments in those efforts. Boston Prep will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

#### **IV. Monitoring and Policy Review**

Monitoring. The Executive Director will ensure compliance with established school nutrition and physical activity wellness policies.

School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Director of Finance and Operations. The Director of Finance and Operations will develop a summary report every three years on school compliance with the established nutrition and physical activity wellness policies. That report will be provided to the school board and also distributed to the parent committee, Director of Student and Family Life, and school health services personnel.

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), we are required to notify families that there are asbestos containing building materials (ACBM) at 1286 Hyde Park Avenue. Inspections are performed regularly to ensure the safety of students and staff. A management plan is on file at the school and available for viewing between 8:00 AM and 4:00 PM on school days. Families may also contact the Director of Finance and Operations at 617-333-6688 ext. 112 with questions.

## **Boston Preparatory Charter Public School Anti-Discrimination Policy**

Boston Preparatory Charter Public School (Boston Prep) does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

In addition, no person shall be discriminated against in admission to Boston Prep on the basis of race, sex, color, creed, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). BPCPS does not discriminate in making employment decisions based on race, religion, creed, national origin, political affiliation, sexual orientation, gender identity, sex, veteran status, color, age, genetics or disability, as prohibited by M.G.L.c.151B and other federal laws.

Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by BPCPS on the basis of race, sex, color, gender identity, religion, national origin, or sexual orientation as required by M.G.L. c. 76, § 5.

The Director of Student and Family Life, Michael Lester, coordinates compliance under Title IX. The Director of Support Services, Molly Gerrity, coordinates compliance under Section 504.

Our mission statement reflects our value of empowering students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the Boston Prep will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Executive Director of Boston Prep and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer (the Director of Student and Family Life), who shall provide information and assistance on filing and pursuing the complaint.

Specifically, no person within Boston Prep will intentionally commit any of the following acts for reasons prohibited by this policy.

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service, other program benefits, or financial aid based on the individual's legally-protected classification.
- A Boston Prep employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team.

## **Anti-Harassment Policy (May, 2010)**

Boston Preparatory Charter Public School ( Boston Prep) is committed to equal employment and educational opportunity for all applicants, employees, students, and members of the school community without regard to race, color, religion, sex, gender identity, national origin, age, sexual orientation, or handicap in all aspects of employment and education. The members of the school community include the school committee, administration, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

Boston Prep is also committed to maintain a school and work environment that is free from harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or handicap. Boston Prep expects all employees, students and other members of the school community to conduct themselves in an appropriate and professional manner. Harassment on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, and handicap in any form is unlawful and will not be tolerated. Such harassment includes unwelcome remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicap individuals or groups.

### Complaint Procedure:

1. Any member of the school community who believes that he/she has been subjected to harassment should report the incident(s) to the grievance officer, listed below. All complaints will be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
  - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
  - b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
  - c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
  - d. On the basis of the grievance officer's findings of the situation he/she may:
    1. Attempt to resolve the matter informally through reconciliation.
    2. Report the incident and transfer the record to the Executive Director or his/her designee, and so notify the parties in writing.
    3. After reviewing the record made by the grievance officer, the Executive Director or designee may attempt to gather any more evidence necessary to decide the case, and thereafter if deemed appropriate, impose sanctions of a staff member or a student, including a recommendation to the committee for the expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissibly by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to



eliminate the offending conduct with disciplinary action up to and including the possibility of dismissal.

4. The Boston Prep grievance officer is Tyler Martin, 1286 Hyde Park Avenue, Hyde Park MA. (617) 333-6688, ext. 121.
5. Complaints involving the grievance officer should be addressed directly to the Executive Director.

Complaints may also be addressed to:

Equal Employment Opportunity Commission (EEOC)  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
617-565-3200

Massachusetts Commission Against Discrimination (MCAD)  
Boston, MA 02114  
One Ashburton Place  
Boston, MA 02108  
(617) 727-3990

## **Sexual Harassment Policy**

It is Boston Prep's policy to promote a work place free from sexual harassment. At Boston Prep, sexual harassment, whether verbal, physical, or environmental, is unlawful, unacceptable and will not be tolerated. Boston Prep will not tolerate, condone, or allow sexual harassment, whether engaged in by fellow employees, supervisors, or by outside constituents or other non-employees who conduct business with Boston Prep.

Because Boston Prep takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action(s) as is necessary, including disciplinary action where appropriate.

Boston Prep will not in any way retaliate against an individual who makes a report of sexual harassment, nor will BPCPS permit any supervisor, officer, or employee to do so. Retaliation is a serious violation of this sexual harassment policy and should be reported immediately.

**DEFINITION:** For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
- (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; repeated sexual jokes, flirtation, advances or propositions; verbal abuse of a sexual nature; graphic, verbal commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling, touching, pinching; suggestive, insulting, or obscene comments or gestures of a sexual nature; display in the work place of sexually-suggestive objects or pictures.

### **GUIDELINES:**

This policy covers all employees of Boston Prep. Boston Prep encourages reporting of all incidents of sexual harassment regardless of who the offender may be.

All supervisory personnel within Boston Prep are responsible for eliminating any and all forms of sexual harassment of which they are aware. Any management personnel who are made aware of sexual harassment and fails to take corrective action pursuant to this policy will be subject to discipline up to, and including, termination. While the Boston Prep encourages individuals who believe they are being harassed to firmly and promptly notify the offender that his or her behavior is unwelcome, the Boston Prep also recognizes that power and status disparities between an alleged person harassing and a target may make such a confrontation impossible. In the event that such informal, direct communication between individuals is either ineffective or impossible, the Dean of Students or Executive Director should be contacted through the procedure outlined below.

### **PROCEDURES:**

- Any grievance regarding harassment shall be handled through the Executive Director of Boston Prep in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer (the Director of Student and Family Life), his or her supervisor or the Executive Director who shall provide information and assistance on filing and pursuing the complaint.
- An investigation of the alleged harassment will be handled through the Executive Director or the Director of Student and Family Life in a confidential manner so as to protect the privacy of persons involved. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate under the circumstances. In pursuing the investigation, the Executive Director will try to take the wishes of the complainant into consideration, but will thoroughly investigate the matter as appropriate under the circumstances. The alleged person harassing will be made aware of the alleged harassment and will be given an opportunity to respond and present witnesses. The Executive Director or Director of Student and Family Life will keep the complainant informed as to the status of the investigation. Upon completion of the investigation of a sexual harassment complaint, the Executive Director or Director of Student and Family Life will recommend to the Board of Trustees the appropriate action to be taken. If Boston Prep concludes that harassment occurred, the person harassing will be subject to appropriate disciplinary procedures, as described below. The complainant will be informed of the disciplinary action taken.
- In the event that the harassment cannot be substantiated, this finding will be communicated to the complainant in an appropriately sensitive manner. The complainant is always free to provide additional evidence which will also be investigated.
- If either party directly involved in a sexual harassment investigation is dissatisfied with the outcome or resolution, that individual has the right to appeal the decision. The dissatisfied party should submit his/her written comments in a timely manner to the Board of Trustees.
- Employment conditions of the offended party and witnesses will be in no way adversely affected through use of this procedure, subject to paragraph 7, below.
- Boston Prep reserves the right to discipline individuals found to have engaged in inappropriate conduct, whether that conduct rises to the level of actionable sexual harassment or violates Boston Prep's code of conduct. Individuals found to have engaged in inappropriate conduct may be subject to written reprimand, referral to counseling, withholding pay, or termination.
- If an investigation results in a finding that the complainant falsely accused another of sexual harassment knowingly or in a malicious manner, the complainant will be subject to appropriate sanctions, including the possibility of termination.

## ALTERNATIVES

The following governmental agencies handle complaints of sexual harassment:

Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
617-565-3200

Massachusetts Commission Against Discrimination (MCAD)  
Boston, MA 02114  
One Ashburton Place  
Boston, MA 02108  
(617) 727-3990

## Restraint Policy<sup>2</sup>

Boston Prep complies with the Department of Elementary and Secondary Education restraint regulations, 603 CMR 46.00 et seq. (“Regulations”), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

### Methods and Conditions for Implementation

**SCHOOL STAFF MAY USE PHYSICAL RESTRAINT<sup>3</sup> ONLY WHEN NON-PHYSICAL INTERVENTIONS WOULD BE INEFFECTIVE AND THE STUDENT’S BEHAVIOR POSES A THREAT OF IMMINENT, SERIOUS HARM TO SELF AND/OR OTHERS OR PURSUANT TO A STUDENT’S IEP OR OTHER WRITTEN PLAN DEVELOPED IN ACCORDANCE WITH STATE AND FEDERAL LAW AND APPROVED BY THE SCHOOL AND PARENT OR GUARDIAN.**

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Chemical<sup>4</sup> and mechanical restraints<sup>5</sup> may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion<sup>6</sup> is prohibited.

The regulations do not prevent a teacher, employee or agent of BPCPS from using reasonable force to protect students, other persons, or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

### Reporting Requirements and Following Up

In instances where a physical restraint lasts more than five minutes or results in injury to a student or staff member, the school staff must report the physical restraint to the Executive Director or their designee. The Executive Director /designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The Executive Director /designee must also verbally inform the student’s parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint lasts longer than 20 minutes or results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to Department of Elementary and Secondary Education along

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<sup>2</sup> Restraint policy taken from Roxbury Preparatory Charter Public School

<sup>3</sup> physical restraint is the use of bodily force to limit a student’s freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student.

<sup>4</sup> Chemical restraint is the administration of medication for the purpose of limiting the student’s freedom of movement

<sup>5</sup> Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body and does not include a protective or stabilizing device ordered by a physician

<sup>6</sup> Seclusion is defined as physically confining a student along in a room or limited space without access to school staff and does not include the use of “time out” procedures during which a staff member remains accessible to the student.

with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

In the event that a physical restraint lasts longer than 20 minutes or results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to Department of Elementary and Secondary Education along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

**FOLLOW-UP PROCEDURES FOR RESTRAINT INCLUDE NOT ONLY THE REPORTING REQUIREMENTS SET FORTH ABOVE, BUT ALSO REVIEWING THE INCIDENT WITH THE STUDENT, STAFF, AND CONSIDERATION OF WHETHER FOLLOW-UP IS APPROPRIATE FOR STUDENTS WHO WITNESSED THE INCIDENT.**

## **Policy on Parent Communication**

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, a meeting should be scheduled with the school Director of Student and Family Life. If the situation has still not been resolved, a meeting should be scheduled with the Executive Director.

If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by M.G.L. c. 71, § 89(jj) and 603 CMR 1.10. If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. 603 CMR 1.10(4). A parent/guardian may file a complaint with the Department of Elementary and Secondary Education at any time if he or she believes that the school has violated any federal or state law or regulation. 603 CMR 1.10(6).

## **Student Transportation Policy**

The school only uses Boston Public Schools (BPS) buses for eligible sixth grade students. Eligible sixth grade students are those students who live 1½ miles or more away from the school. Seventh, eighth, and high School students must arrive at school on public transportation or via private transportation. A Monthly Student MBTA pass is available for all seventh, eighth and high school students who live more than 2 miles from Boston Prep. All other students may purchase a monthly pass from the Director of and Operations.

Middle school buses and vans will drop students off at the school between 7:00 and 7:35 am in the morning, and will leave the school at 4:20 pm on Tuesday -Thursday afternoons. On Fridays and Mondays, students are dismissed at 3:00 pm.

All questions, comments, or concerns regarding BPS transportation for middle school students should be directed to the BPS Transportation Department at 617-635-9520.

It should be clear to all middle school students and their families that a BPS bus is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Student Code of Conduct is expected at all times. After the first incident of inappropriate behavior aboard the bus, a student may receive a detention, a suspension, and/or the loss of bus privileges for one week. If a second incident occurs, a student may receive a detention, a suspension, and/or the loss of bus privileges for one month. Should a third incident occur, or if the first or second incident was sufficiently egregious, the student may lose bus privileges for the entire school year.



## Technology and Internet Policy

Acceptable Use - The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Boston Preparatory Charter Public School offers Internet access to its students and staff. The primary purpose of providing access to the Internet is to support the educational mission of Boston Preparatory Charter Public School. Boston Preparatory Charter Public School expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Boston Preparatory Charter Public School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of Boston Preparatory Charter Public School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Boston Preparatory Charter Public School has installed special filtering software in an effort to block access to material that is not appropriate for children.

Unacceptable Use - The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Boston Preparatory Charter Public School's Internet Service:

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

## Family Involvement Policy

Boston Preparatory Charter Public School has the following general expectations for family involvement:

Family involvement is defined as the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities. To support this involvement, the school will:

- include Boston Prep families in planning activities for the school.
- ensure that family involvement policies include all required components.
- provide opportunities for all Boston prep families to participate in school events and meetings and will ensure that documents are available in languages and formats families can readily understand.
- include parents in the planning of Title I activities and ensure that any concerns regarding Title I programming are submitted to the Massachusetts Department of Elementary and Secondary Education.

Boston Prep will implement our Family Involvement Policy by:

- allowing Boston Prep families the annual opportunity to have input in editing and revising the Family Involvement Policy.
- holding an annual informational meeting on Title I programming, including its family involvement components.
- reviewing the policy requirements with the Boston Prep Parent Committee and seeking suggestions from families about how to fulfill them.
- drafting the policy and seeking further input from the Boston Prep Parent Committee and other families.
- incorporating feedback before finalizing the policy to be formally adopted by the Boston Prep Parent Committee.

A small group of family volunteers will participate in our annual process of school review and improvement. This will include a review of academic data, planning of Title I services, and revision and evaluation of Family Involvement Policies.

Boston Prep will build families' capacity for strong involvement, through the following activities:

- offering a half-day orientation for new families.
- communicating frequently via mail on and telephone on students' grades and other assessment data.
- providing a Student and Family Handbook describing how to monitor student progress and contact faculty.
- providing an advisor who serves as the primary school contact for the family.

Boston Prep will provide materials and training to help families work with their children to improve their student's academic achievement by

- holding parent conferences yearly for struggling students, during which families meet with each of their student’s teachers, and learn specific course expectations as well as how they can support their student.
- providing an advisor who is assigned to each student who serves as the primary school contact and academic liaison for the family.
- offering college information workshops for families of students in each high school grade.

Boston Prep will—with the assistance of families—educate its staff in how to communicate with families by holding annual trainings for faculty on the role of families. The school will also provide individual teachers with related professional development.

Boston Prep will ensure that information related to the school and family programs is sent to families in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language all families can understand:

- Boston Prep will clearly describe all family activities and opportunities in our weekly newsletter.
- Boston Prep will inform families of their right to request translated versions of school communication, and provide them accordingly.
- Boston Prep will translate all recruitment materials into the primary languages other than English spoken in the community.

## Parent Right to Know Policy

Title I and No Child Left Behind (NCLB) are federal laws that have specific expectations of family involvement in schools with the goal of having families be partners in their student's education. Boston Prep actively supports these expectations and strives to fully involve families in the school.

As a parent or guardian of a student at this school, you have the right to be notified of the following:

- Teachers' qualifications and "highly qualified" status.
- If the school is identified as in need of improvement.
- If students are taught by non-highly qualified teachers for more than 4 weeks.

If any parent or guardian would like information about the qualifications of their child's teachers, they may contact the school for this information. In the event that our school is identified as in need of improvement or if students are taught by non-highly qualified teachers for more than 4 weeks the school will notify the family in writing.

## The Family Education and Privacy Act

### Massachusetts Student Records Regulations

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

- (a) The **right to access** the student's education records. Parents or eligible students should submit their request for access to the Director of Student and Family Life. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H provide specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the Director of Student and Family Life.
- (b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the appropriate Director of Student and Family Life, clearly identifying the part of the record they wish to have amended, and why.
- (c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with BPCPS and who need access to a record in order to fulfill their duties. BPCPS also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by federal law, BPCPS routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to Scott McCue, Executive Director. Absent receipt of a written objection for the parent or eligible student by two weeks from the date of the notice, this information will be released without further notice or consent.

- (d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

## **FAMILY INVOLVEMENT OPPORTUNITIES**

### **Parent Committee**

Frequently, parents of Boston Prep students meet at the school. During these meetings, parents discuss the state of the school, services provided to students, and plan activities for the staff, students, and parents of the school. Any parents/guardians interested in joining the parent committee should contact Courtney Joiner at 617 333-6688 or [cjoiner@bostonprep.org](mailto:cjoiner@bostonprep.org)

### **Parent Action Committee (PAC)**

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

### **Advisory Calls**

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

Boston Preparatory Charter Public School is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation. Inquiries concerning the school's compliance with Title IX and other civil rights laws may be directed to the Executive Director, Sharon Liszanckie at 617 333-6688, x 113.

# **APPENDIX A: BULLYING PREVENTION AND INTERVENTION PLAN**

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## I. LEADERSHIP

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

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan will be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation will include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Teachers, school staff, professional support personnel, school volunteers and administrators will review the plan before each school year begins and will provide feedback to leadership. Community representatives and local law enforcement agencies will be given notice and a deadline for providing feedback to BPCPS leadership. Students, parents and guardians will be notified of the draft plan and will be given an opportunity to provide feedback to the Executive Director or Director of Student and Family Life.
- B. Assessing needs and resources. The Plan will be our blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula and training programs. This “mapping” process will assist us in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

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

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

Executive Director or designee	Director of Student & Family Life or designee	Dean of Students or designee
<ul style="list-style-type: none"> <li>▪ developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; and</li> <li>▪ leading the parent or family engagement efforts and drafting parent information materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ receiving reports on bullying;</li> <li>▪ planning for the ongoing professional development that is required by the law;</li> <li>▪ planning supports that respond to the needs of targets and aggressors;</li> <li>▪ choosing and implementing the curricula that the school or district will use;</li> <li>▪ amending student and staff handbooks and codes of conduct; and</li> <li>▪ reviewing and updating the Plan each year, or more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; and</li> <li>▪ creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors.</li> </ul>

- D. Priority statement:

The mission of Boston Preparatory Charter Public School is to utilize rigorous curriculum, extended academic time, and a range of supports for children and families to prepare 6th-12th grade students to succeed in college. An environment structured around scholarship and personal growth will cultivate students' virtues of courage, compassion, integrity, perseverance, and respect. The school is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

## II. TRAINING AND PROFESSIONAL DEVELOPMENT

*Under M.G.L. c. 71, § 370 we are required to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.*

- A. Annual staff training on the Plan. During August staff orientation, Boston Prep will provide annual training for all school staff on the Plan, which will include staff duties under the Plan, an overview of the steps that the Director of Student and Family Life or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff

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

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

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

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

### **III. ACCESS TO RESOURCES AND SERVICES**

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

- A. Identifying resources. Annually, the leadership team will review the current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the team will develop recommendations and action steps to fill resource and service gaps for the upcoming year. These recommendations may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.
- B. Counseling and other services. Counseling will be provided by contracted licensed professionals. When necessary, the leadership team will build partnerships with community based organizations to provide culturally and linguistically appropriate resources. The Director of Student and Family Life, along with counselors or other staff members, will develop safety plans for students who have been targets of bullying or retaliation. As the need arises, the school will provide social skills programs to prevent bullying and will also offer education and/or intervention services for students exhibiting bullying behaviors. In addition, the leadership team may consider using tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Other students who may be at risk. Boston Prep recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical

appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Boston Prep staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

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

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

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

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

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

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

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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

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

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to a Director of Student and Family Life or designee or to the Executive Director or designee when the Director of Student and Family Life is the alleged aggressor or to the Board of Trustees or designee when the Executive Director is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. A variety of reporting resources are available to the school community including, but not limited to, an Incident Reporting Form,<sup>7</sup> a voicemail box, a dedicated mailing address, and an email address.

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

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

1. Reporting by Staff A staff member will report immediately to a Director of Student and Family Life<sup>8</sup> or designee, or the Executive Director or designee when the Director of Student and Family Life is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to a Director of Student and Family Life does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.
2. Reporting by Students, Parents or Guardians, and Others The school expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Director of Student and Family Life or designee or the Executive Director or designee when the Director of Student and Family Life 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,

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<sup>7</sup> See Appendix for Incident Reporting Form.

<sup>8</sup> The Director of Student and Family Life is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Director of Student and Family Life as the alleged aggressor. In such cases, the Executive Director or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Executive Director is the alleged aggressor, the Board of Directors or its designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Director of Student and Family Life.

B. Responding to a report of bullying or retaliation.

1. Safety Before fully investigating the allegations of bullying or retaliation, the Director of Student and Family Life or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Director of Student and Family Life or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Director of Student and Family Life or designee will implement appropriate strategies for protecting 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.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Director of Student and Family Life or designee will promptly notify the staff member who is the alleged aggressor, the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Director of Student and Family Life or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Director of Student and Family Life or designee first informed of the incident will promptly notify by telephone the Director of Student and Family Life or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Director of Student and Family Life or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Director of Student and Family Life or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Director of Student and Family Life or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

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

- C. Investigation. The Director of Student and Family Life or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved, and/or information related to the staff member involved.

During the investigation the Director of Student and Family Life or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Director of Student and Family Life or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Director of Student and Family Life or other staff members as determined by the Director of Student and Family Life, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Director of Student and Family Life or designee will maintain confidentiality during the investigative process. The Director of Student and Family Life or designee will maintain a written record of the investigation.

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

- D. Determinations. The Director of Student and Family Life or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Director of Student and Family Life or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Director of Student and Family Life or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The Director of Student and Family Life or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Director of Student and Family Life or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

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

- E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building Upon the Director of Student and Family Life or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to

teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Director of Student and Family Life or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
  - providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
  - implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
  - meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
  - adopting behavioral plans to include a focus on developing specific social skills; and
  - making a referral for evaluation.
2. Taking Disciplinary Action. If the Director of Student and Family Life or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Director of Student and Family Life or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's Code of Conduct.

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

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

If the Director of Student and Family Life 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 Director of Student and Family Life or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Director of Student and Family Life or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

## **VI. COLLABORATION WITH FAMILIES**

*Boston Prep seeks to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including:*

- A. Parent education and resources. The school will offer education programs for parents and guardians that



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

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

## **VII. PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

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

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

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

## **VIII. DEFINITIONS**

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

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

## **IX. RELATIONSHIP TO OTHER LAWS**

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

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

## APPENDIX: BULLYING INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: \_\_\_\_\_

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

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

3. Check whether you are a(n):  Student  Staff member (specify role) \_\_\_\_\_  
 Parent  Administrator  Other (specify) \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

4. If student, state your school: \_\_\_\_\_ Grade: \_\_\_\_\_

5. If staff member, state your school or work site: \_\_\_\_\_

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6. Information about the Incident:

Name of Target (of behavior): \_\_\_\_\_

Name of Aggressor (Person who engaged in the behavior): \_\_\_\_\_

Date(s) of Incident(s): \_\_\_\_\_

Time When Incident(s) Occurred: \_\_\_\_\_

Location of Incident(s) (Be as specific as possible): \_\_\_\_\_

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

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

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

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

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

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### FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_

(Note: Reports may be filed anonymously.)

10. Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**II. INVESTIGATION**

- 1. Investigator(s): \_\_\_\_\_  
Position(s): \_\_\_\_\_
- 2. Interviews:
  - Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_
  - Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_
  - Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Date: \_\_\_\_\_
- 3. Any prior documented Incidents by the aggressor?  Yes  No  
If yes, have incidents involved target or target group previously?  Yes  No  
Any previous incidents with findings of BULLYING, RETALIATION  Yes  No

Summary of Investigation:

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

**III. CONCLUSIONS FROM THE INVESTIGATION**

- 1. Finding of bullying or retaliation:
  - YES  NO
  - Bullying  Incident documented as \_\_\_\_\_
  - Retaliation  Discipline referral only \_\_\_\_\_
- 2. Contacts:
  - Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_
  - Law Enforcement Date: \_\_\_\_\_
- 3. Action Taken:
  - Suspension  Education  Support Services or Counseling Referral
  - Community Service  Other \_\_\_\_\_
- 4. Describe Safety Planning: \_\_\_\_\_  
Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_  
Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to Executive Director: Date \_\_\_\_\_ Report forwarded to Dean of Students: Date \_\_\_\_\_

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_