

Student and Family Handbook

2020-2021



Lower School Campus
215 Sydney Street · Dorchester, MA 02125
Tel. 617-282-6710 · Fax 617-282-6712 · www.bostoncollegiate.org

Middle and High School Campus
11 Mayhew Street · Dorchester, MA 02125
Tel. 617-265-1172 · Fax 617-265-1176 · www.bostoncollegiate.org

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Please note that this 2019-2020 edition of the Student and Family Handbook supersedes any earlier editions and that additions and changes to school policies in this Handbook may be added during the year through correspondence with students and/or families.

Summer, 2020

Dear Boston Collegiate Students and Families,

We are excited to welcome you to our twenty-second year of Boston Collegiate! Welcome to our new families and students! We are eager to partner with you during these formative years. To our returning families and students, thank you again for working with us to make our school community and experience a positive one.

The following pages provide information about our school community and expectations, and in particular, outline information and expectations as connected with a fully in-person instructional model.

Given the novel times we find ourselves in due to COVID-19, there is a supplemental addendum to this handbook (Student and Family Handbook: 2020-2021 Addendums).

Please feel free to ask any follow-up questions to a staff member. We are on this journey with you and are honored that you have chosen Boston Collegiate.

Sincerely,

The Staff and Faculty
Boston Collegiate Charter School

OUR MISSION AND VISION

The mission of BCCS is simple yet ambitious: to prepare each student for college.

We have a vision that anchors this mission, which is that:

All BCCS students will... graduate empowered to choose their own directions, with options aligned with their passions and interests. They will be equipped not only to go to college, but to thrive there, and they will possess the leadership skills and mindsets necessary to make an impact in their communities and the world.

To achieve this vision of our graduates, BCCS will... be academically rigorous, equitable, and inclusive. BCCS will create opportunities for each student to thrive and will cultivate curiosity, empathy, and the unique talents that each student brings. BCCS will be a beacon of the twin pillars of scholarship and belonging, and thus a national model for what integrated education can look like at its best.

In February 2020, the BCCS Board of Trustees finalized a strategic plan for 2020-2023. In the school's current phase, we aspire to remain true to who we are – a diverse, college-preparatory 5th-12th grade public charter school. We are intensifying efforts to make the most of who we are and what we do through focusing on:

- 1) Diversity, Equity and Inclusion;
- 2) Deeper Learning; and
- 3) Comprehensive Student Development.

We look forward to working with all in the BCCS community to realize this mission and vision for our students and our school.

WHO WE ARE

STAFF

At BCCS, one of our core beliefs is that “Without great teachers, nothing else matters.” You trust our staff with your children and we value that trust immensely. Our website lists our teachers and administrators, along with brief biographies so that you can have a sense of who they are. Please visit <https://www.bostoncollegiate.org/faculty-staff/> to learn more about our stellar staff.

CONTACT

We are committed to establishing and maintaining open and respectful lines of communication between families and BCCS staff, each of whom has his/her own phone extension and e-mail address. Families should contact staff by telephone or email and understand that we will try to return calls within 24-48 hours in the event of a voice message. Families will also have an opportunity to meet with staff during the three scheduled family conference days, which are aligned to report card publication. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person more immediately, the parent should report directly to the appropriate Main Office, which will facilitate the soonest possible contact.

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Fax 617-282-6712
www.bostoncollegiate.org

BOARD OF TRUSTEES

The school is governed by a Board of Trustees that brings community, educational, and professional perspectives to maintaining a viable and thriving school. Members of the 2020-2021 Board of Trustees are:

Nicole Chang, Chair
Jose Brando, Vice Chair
Robert Harris, Clerk
Prescott Taylor, Treasurer
Bridget Adam
Jennifer Berrette
Sandra Brown
Phillip J. Carver
Latoya Gayle
Paul Gordon
Bill Heiden
Haven Ladd
Ali Nuger
Caroline Page
James Savarese
Stephanie Stamatos
Rod Skinner
Scott Utzinger
Natalie Velasquez
Karen Walker Beecher

CODE OF CONDUCT

VISION FOR CODE OF CONDUCT

Our goal is to build a school culture centered around the twin pillars of Scholarship and Belonging. We are committed to working with students to ensure this is reflected in student choices and actions, and when this is not occurring, we will hold students accountable and support them in their development.

The philosophy of our Code of Conduct is rooted in restorative justice. Restorative justice takes incidents that might otherwise result in punishment and finds opportunities for students to recognize the impact of their behavior, understand their obligation to take responsibility for their actions, and take steps towards making things right.

We believe individual growth is supported through *dialogue, partnership, and self-reflection*; these principles will serve as our guidelines in order for our school community to be a holistic, transformative space.

SHIFTING LANDSCAPE

We understand that by embracing restorative justice, we are fundamentally redesigning and restructuring the fabric of our school. Our Code of Conduct will be guided by such questions as:

1. Who has been hurt?
2. What are their needs?
3. Who has the obligation to address the needs and put right the harm?

WHERE AND WHEN THE CODE APPLIES

The BCCS Code of Conduct and Core Values apply to incidents that occur:

- in the school building and on school grounds;
- on property immediately adjacent to school grounds;
- at an MBTA bus or train stop, on the school bus, or in other school-sanctioned transportation such as another vehicle owned, leased, or used by the school district;
- at a school-sponsored or school-related activity, field trip, function, or program whether it takes place on or off school grounds;
- through the use of technology or an electronic device that is owned, leased, or used by the school district or school; and
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the incident creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the educational process or the orderly operation of a school.

PREVENTION, INTERVENTION, AND DISCIPLINARY RESPONSES

Discipline Framework

Boston Collegiate offers differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than excluding students for punishment.

Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.

Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative approach that emphasizes relationships and community above rules and regulations. Being accountable involves an obligation to

account for one's words and actions and accept responses to misbehavior and aligned supports with good will when standards of behavior have not been met. A restorative approach is based on the belief that students are resilient, capable of turning around adverse situations, and can restore themselves and their relationships with the understanding and guidance of caring adults. A restorative and accountable approach involves implementing responses and support, in contrast to a punitive approach that focuses only on responses. A restorative and accountable school culture fosters responsive listening, open and honest dialogue, reflection and self-assessment, collaborative problem solving, and kindness and empathy.

School responses to misbehavior signal that a student's actions are deemed to be inappropriate, unacceptable, unsafe, or unskillful. Responses should be timely, predictable, standardized, and fair given the severity and frequency of the behavior infraction. Consistent responses ensure that students, families, and staff know "what will happen when....".

Restorative and accountable supports involve practices and processes that enable students to restore relationships, restore self, and restore community. The student is accountable to own what they have said and/or done, reflect on the impact of their behavior, take responsibility to self-correct, problem solve, make amends and repair the harm, learn and demonstrate target behaviors, restore their good standing, and make things right.

Core Values

School and community expectations will be based on our school's Core Values.

Core Value	Schoolwide Definition
Scholarship	<ul style="list-style-type: none">● We think with confidence across different fields of thought.● We solve novel challenges and take on real problems.● We challenge each other out of our deep regard for one another.● We strive for excellence.
Belonging	<ul style="list-style-type: none">● We listen deeply and take the time to know each other.● We celebrate diversity and work to ensure that our community belongs to each of us.● We take pride in and ownership over our community and how it is experienced by each of us.● We willingly confront bias in ourselves and in others.● We strive for an equitable community, knowing that we don't all start from the same place.
Passion	<ul style="list-style-type: none">● We learn, teach, and work with joy whenever possible.● We are curious and we encourage curiosity in others.● We work hard and bring our full effort to bear on our work and the changes we want to see in our community and in the world.
Responsibility	<ul style="list-style-type: none">● We own our mistakes and use them as opportunities to learn.● We are accountable for our actions and we hold others accountable.● We enthusiastically help those around us and willingly accept help ourselves.● We reflect in order to learn and grow.● We demonstrate good judgment.● We view ourselves as agents of change and step up to make the world better.
Integrity	<ul style="list-style-type: none">● We communicate with honesty, authenticity, warmth, and kindness.● We tell the truth and we strive to make truth-telling safe for others.● We express gratitude for the work of others.

Students in grades 5-8 will receive merits for embodying these values (and be able to “spend” accrued merits at merit auctions or at a school store) and students in grades 9-12 will be routinely celebrated in grade level and/or school-wide assemblies for modeling these attributes.

If a student engages in a school-related behavior that runs counter to the traits of scholarship, belonging, responsibility, or integrity and cause harm, a staff member will immediately engage with the student and support them in their continued development.

Our approach is centered on relationships. Through this process, students learn how to manage their relationships with adults and with peers and become better equipped to understand how their behavior impacts others. This encourages accountability, improves school safety, and helps students to develop skills, framed in our Core Values, so our school community can thrive.

BCCS Tiered Supports and Success Strategies

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student’s school experience. Administrators, teachers, school counselors, related service providers and other school staff are also expected to use these strategies to engage students, including students with disabilities, in a way that facilitates students’ academic and social-emotional growth, assist them in following school rules and policies, and support when behavioral challenges arise. If, at any time, school officials suspect that a student’s difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the school’s Director of Student Support and their team.

Teachers are expected to use Universal Tier 1 practices to create safe and respectful classrooms through (1) the development of caring, supportive relationships with and among students; (2) organizing and implementing instruction in ways that optimize students’ access to deeper learning opportunities; (3) using group management methods that encourage students’ engagement in academic tasks; (4) promoting the development of students’ self-management and social efficacy; and (5) using appropriate supports to assist students with behavior challenges.

The following chart is a tool to indicate how supports and success strategies are aligned at the four levels of behavioral infractions. Note that it is always acceptable, and often appropriate, to include lower level restorative and accountable actions even when addressing higher level behavior. Please see Appendix A (p. 70) for additional information on due process rights for any disciplinary action that considers suspension or expulsion.

Level 1 Behavior: Support/behavior success strategy provided by the teacher.	
Level 1 Documentation and Restorative & Accountable Responses	Level 1: Prevention and Classroom Behavior Support Responses
Documentation: Consider submission of a discipline referral for a “Dean Check-In” in LiveSchool if a pattern of	Prevention: 1. Promote opportunities to get to know your students and develop positive, trusting relationships, including meeting and greeting students daily and learning about students’ lives outside the classroom.

<p>behavior persists or intensifies that the staff member believes should be documented.</p> <p><u>Accountability Responses:</u> Suggested communication with parent/family to discuss and problem solve a concern via phone, email, or in-person conference. Assign teacher-supervised consequences.</p> <p><u>Restorative Responses:</u> Personal, Academic and Behavioral Check-ins Choose from the following based on relevance (See following pages for descriptions.):</p> <ul style="list-style-type: none"> 1. Restorative Question Conference Personal Efficacy Conference 2. Diffusing Conference 3. Problem-Solving Circle 	<ol style="list-style-type: none"> 2. Practice clear, consistent academic and behavioral classroom procedures and routines daily. 3. Pre-teach, model, practice, reinforce, and monitor classroom expectations . 4. Differentiate classroom instruction to best meet diverse student needs. Students will have less behavioral difficulties when they can access the instruction. 5. Provide activities that promote group cohesion and deeper learning in your classrooms. 6. Use positive, specific praise/feedback in a 3:1 ratio over negative feedback. Include individual and group kudos, recognitions and celebrations. 7. Use developmentally appropriate sensory, motor and space modifications to change the environment or the ways that students engage. 8. Lesson Planning--remember that one of the best ways to prevent problematic behavior is the presence of a well-structured, engaging and culturally responsive lesson. <p><u>Classroom Behavior Support Responses:</u></p> <ol style="list-style-type: none"> 1. First Response--use redirection strategies including: prompts, cues, proximity, effective reminders, positive directives that invite cooperation and self-correction. 2. Diffuse and de-escalate upset students or charged situations by calmly responding to negative and inappropriate speech in ways that support students to self-correct. 3. Avoid or disengage from power struggles. 4. Teachers will be trained/instructed to remain calm and avoid taking conflict personally. 5. Teachers will reflect upon nonverbal messaging their body language and daily actions send. 6. Teachers will reflect upon how their nonverbal, body language and daily actions impact students. 7. Use brief behavior check-ins with individual students during class time or during a group/class discussion to solve a problem, assist students to make a positive choice to self-correct their behavior. 8. Utilize brief restorative conversations to promote self-reflection and help repair relationships with the teacher or students experiencing an interpersonal conflict. <p>Consult with school based leadership to generate possible strategies to reduce unskillful behaviors and increase desired target behaviors.</p> <p><u>Other Supports could include:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> ● Positive directives that state expectations. ● Re-teaching and rehearsal of skill </td><td style="width: 50%;"> <ul style="list-style-type: none"> ● Create a classroom check-in plan ● Reflection activity ● Mentoring </td></tr> </table>	<ul style="list-style-type: none"> ● Positive directives that state expectations. ● Re-teaching and rehearsal of skill 	<ul style="list-style-type: none"> ● Create a classroom check-in plan ● Reflection activity ● Mentoring
<ul style="list-style-type: none"> ● Positive directives that state expectations. ● Re-teaching and rehearsal of skill 	<ul style="list-style-type: none"> ● Create a classroom check-in plan ● Reflection activity ● Mentoring 		

	<ul style="list-style-type: none"> or procedure • Increased opportunity to respond during instruction • Increase teacher proximity • Verbal prompt, redirection and/or correction • Reminders and redirection • Student/Teacher restorative conference • Use of Restorative questions 	<ul style="list-style-type: none"> • Peer Mediation • Mediated conflict resolution conference • Referral to school-based health or mental health providers • Service to the school community • Restitution plan • Referral to community organization • Develop relationship with families • Family conference • Daily progress sheets on behavior
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<p>Level 2 Behavior: Involves support staff and/or appropriate administration.</p> <p>The behavior persists after teacher supports are not successful; it may involve student removal from classroom, restorative supports, meeting with administrator or student support staff member or family conference. Generally, Level 2 behavior does not include exclusion, internal or external, as an initial response. However, exclusion may be considered for a particularly serious incident or pattern of incidents</p>		
Level 2 Documentation and Accountability Response	<p>Level 2: Behavior Support Responses (Incorporate all Level 1 Prevention and Classroom Behavior Support Responses as well.)</p>	
<p>Documentation: REQUIRES submission of a log entry in LiveSchool to document the incident; grades 5-8 documented as a demerit, grades 9-12 as a log entry.</p> <p>Accountability Responses: Requires communication with parents to discuss and problem solve a concern via phone, email, or in-person conference.</p> <p>Upon earning 3 demerits in grades 5-8, the Dean will facilitate a conversation to determine best supports and/or creative consequences, as needed</p>	<p>Teacher Facilitated Level 2 Behavior Supports</p> <ol style="list-style-type: none"> 1. Restorative conferencing between teacher and student (might also include parent and/or school based leadership) to develop a plan for improving behavior, engagement, and academic performance in the classroom. Restorative conferencing should include the relevant type of conferencing listed to the left. 2. More intensive academic and/or behavioral progress monitoring. 3. Review and rehearse classroom and/or school-wide academic and behavioral expectations. <p>Administrator Facilitated Supports:</p> <ol style="list-style-type: none"> 1. Continued incident investigation. 2. Meeting with a member of the school administration, school counselor, or other support staff. 3. Conference with the student followed by conferencing with teacher teams when a pattern persists. 4. Individualized case management services for students with IEPs and 504 plans with possible reconvene of IEP/504 Team to review needs for additional accommodations and supports when concerns persist. 5. Referral to services, collaboration and coordination as appropriate with community-based supports and agencies. 	

Restorative Responses:

(See following pages for descriptions.)

1. Problem-Solving and Planning Conference
2. Return Conference After Classroom Removal
3. Student-Teacher Mediated Conference.

Level 3 Behavior: Behavior Support Responses**May warrant in-school and/or short-term out-of-school suspension (1-10 Days)**

Generally, behavior is serious and/or presents a risk to the safety, health, or welfare of the adults and students; may involve consideration of an emergency removal and/or in-school suspensions (partial or full day) or short-term suspensions from 1 to 10 days based on severity and repeated occurrences; may also involve meeting with administrator or student support team member, family conference, and/or re-entry restorative planning conference.

If a student presents with significant mental health distress and concerns about immediate risk to self or others, the school counselor should be consulted to assess the need for a referral to the BEST Team.

Parent permission is required.

Documentation:

REQUIRES submission of a log entry in LiveSchool to document the incident.

If an in-school suspension is issued after following procedures outlined in Appendix A (p. 70), In-School Suspension Letter sent home by administrator. If a short-term out-of-school suspension considered, Suspension Hearing Letter (notice) sent home by administrator, including information to parent on due process rights.

Due process hearing. Suspension decision letter sent home by administrator.

Accountability Responses:

Parent notification and scheduling of conference with administrator, student and parent. Administrator

Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well.

Additional Responses Should Include one or more of the following:

- Development of comprehensive student specific academic and behavioral support plan, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring.
- Creation of a safety plan.
- Referral to Student Support Team, IEP/504 eligibility or reconvene team as indicated based on student's current services.

<p>investigation of incident and consideration of past pattern of referrals in determining consequences.</p> <p>Manifest Determination Review (MDR) required when a student with disability reaches 10 cumulative days of suspension or a pattern of behaviors resulting in suspension occurs.</p> <p>Consultation with public safety officials, police and fire, when a crime is suspected.</p>	
<p><u>Restorative Response Protocols:</u> (See following pages for descriptions.)</p> <ol style="list-style-type: none"> 1. Restoration After Committing Harm Conference 2. Restorative Group Conferencing 	

<p>Level 4 Behavior: Behavior Support Responses May warrant longer-term out-of-school suspension (11 days or more)</p> <p>Infractions at this level represents the most serious infractions and may result in a suspension of more than 11 days, up to and including a full-year of suspension or exclusion from school.</p> <p>Infractions at this level represents very serious infractions and may result in an emergency removal and/or suspension of more than 11 days, up to 90 days or until the end of the school year, whichever occurs first.</p> <p>Generally, behavior is very serious and/or involves violent or dangerous behavior violations that have a substantial detrimental effect on the safety and general welfare of the school, but do not involve felony charges, possession of drugs, weapons or assault on educational staff (covered by Level 5)"</p> <p>If a student presents with significant mental health distress and concerns about immediate risk to self or others, the school counselor should be consulted to assess the need for a referral to the BEST team. Parent permission is required.</p>	
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<p><u>Documentation:</u> REQUIRES submission of a log entry in LiveSchool to document the incident.</p> <p>If suspension considered, suspension letter sent home by administrator, including information to parent on due process rights.</p> <p>Due process hearing. Suspension decision letter sent home by</p>	<p>Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well.</p> <p><u>Additional Responses Should Include one or more of the following:</u></p> <ul style="list-style-type: none"> ● Development of comprehensive student specific academic and behavioral support plan, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring. ● Creation of a safety plan. ● Referral to SST, IEP/504 eligibility or reconvene team as indicated based on student's current services.
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<p>administrator.</p> <p><u>Accountability</u></p> <p>Responses:</p> <p>Parent notification and scheduling of conference with administrator, student and Parent/guardian.</p> <p>Administrator investigation of incident and consideration of past pattern of referrals/removals in determining consequences.</p> <p>Manifest Determination Review (MDR) is required when a student with a disability reaches 10 days of suspension or a pattern of behaviors resulting in suspension occurs.</p> <p>Consultation with public safety officials, police and fire, when a crime is suspected.</p>	
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Restorative Response Protocols:

1. Restoration After Committing Harm Conference
2. Problem-Solving Conference
3. Other restorative conference protocols, etc.

<p>Level 5 Behavior: Behavior Support Responses</p> <p>May warrant a long-term suspension or expulsion (11 days or more)</p> <p>Infractions at this level represent special categories of the most serious infractions and may result in a suspension of more than 11 days, up to and including a full year of suspension, or permanent expulsion from school. Behaviors involving the possession of drugs, weapons or assault on educational staff as well as pending felony criminal or felony delinquency charges/convictions. Please see Appendix A (p. 70) for additional details.</p> <p>If a student presents with significant mental health distress and concerns about immediate risk to self or others, the school counselor should be consulted to assess the need for a referral to the BEST team. Parent permission is required.</p>	
<p><u>Documentation:</u></p> <p>REQUIRES submission of a log entry in Live School to document the</p>	<p>Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well.</p>

<p>incident or notification of felony charges/conviction</p> <p>If suspension or expulsion is considered, appropriate suspension or expulsion hearing letter (notice) outlined in Appendix A (p. 70), sent home by administrator, including information to parent on due process rights.</p> <p>Due process hearing.</p> <p>Suspension or expulsion decision letter sent home by administrator.</p> <p><u>Accountability Responses:</u></p> <p>Parent notification and scheduling of conference with administrator, student and Parent/guardian.</p> <p>Administrator investigation of incident and consideration of past pattern of referrals/removals in determining consequences.</p> <p>Manifest Determination Review (MDR) is required when a student with a disability reaches 10 days of suspension or a pattern of behaviors resulting in suspension occurs.</p> <p>Consultation with public safety officials, police and fire, when a crime is suspected.</p>	<p><u>Additional Responses Should Include one or more of the following:</u></p> <ul style="list-style-type: none"> ● Development of comprehensive student specific academic and behavioral support plan, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring. ● Creation of a safety plan. ● Referral to SST, IEP/504 eligibility or reconvene team as indicated based on student's current services.
<p><u>Restorative Response Protocols:</u></p> <p>Restoration After Committing Harm Conference</p> <p>Problem-Solving Conference</p> <p>Other restorative conference protocols, etc.</p>	

Responses to Behavior and Supports

Responses to misbehavior and supports apply to all students, grades 5-12, including all students with IEPs and 504 plans. Multiple incidents or chronic displays of unskillful or unacceptable behavior will warrant more intensive interventions and more serious outcomes. Level 3 and 4 responses may be modified for students to ensure the developmental appropriateness of the response, as well as, compliance with regulations for students with disabilities on an IEP or 504 plan. Exclusionary responses, such as internal or external suspension, allows the school community to devise a safety and reintegration plan. Parents of any student who has engaged in highly aggressive or dangerous behaviors are expected to participate in the intervention plan created to support their child's success.

The matrix below outlines the definitions of unacceptable behaviors and the range of leveled responses to be used. All behavior responses in levels 2-4 will be documented in LiveSchool.

LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES

Level 1 Classroom support and learning team	Level 2 Intensive support staff and appropriate administration	Level 3 Short-term suspension or alternative consequence	Level 4 Request for long-term or permanent suspension	Level 5 May warrant long-term suspension or Expulsion
May be appropriate when the behavior is a minor disruption, the student has had no prior incidents, and/or supports have not been put in place.	May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.	May be appropriate given the seriousness of the behavior and impact on the school community, and/or when documented supports and initial responses have been put in place but the behavior is escalating.	May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affected the safety of others in the school and/or educational process	May be appropriate when behaviors involving the possession of drugs, weapons or assault on educational staff as well as pending felony criminal or felony delinquency charges/convictions.

Examples of Unacceptable Behaviors and Levels of Response

Please be advised these are examples and administrators retain discretion to determine the appropriate level of response given the specific circumstances of any behavioral incident.

Unacceptable Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Outreach to BPD	NOTES
Academic Dishonesty							
Plagiarism, copying another's work, cheating, or altering records	•	•					Student may receive failing grade for that assignment. At the High School level, instances of

							plagiarism may need to be reported to colleges or universities.
Arson							
Starting a fire			•	•		•	MA Uniform Fire Prevention and Building Code requires principals to contact the fire department for any and all unwanted fires.
Starting a fire causing destruction of property				•		•	Principals must complete an Incident Report Form.
Attendance Policy Violation (Not attending school or classes as required)							
Forging an excused absence document and/or signature		•					Deans and school counselors monitor this in conjunction with the operations team.
Skipping - refusal to attend class or leaving class or school without permission	•	•					
Tardiness	•	•					
Truancy (Massachusetts defines Chronically Absent as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons)	•	•					
Bullying - Verbal, Physical, and Electronic							
The repeated use by one or more students (aggressors) of a written, verbal or electronic expression or a physical act or gesture of any combination thereof, directed at a target that:		•	•	•		•	Bullying investigation is required

(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 him/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; (v) materially and substantially disrupts the education process of the orderly operation of a school. This includes cyberbullying.						
Classroom Misbehavior						
Refusal to do work or participate in lesson; lack of compliance with classroom routines and procedures; off-task behavior; interrupting others from doing their work; engages in demands, argumentative and adversarial speech, confrontations or "back talk".	•					
Persistent classroom misbehavior as defined above.		•				
Damage to Personal or School Property						
Minor damage (less than \$50)	•	•				
Damage to another person's or school property (\$50 to \$500)	•	•	•			•
Damage to another person's or school property (over \$500)			•	•		•
Dress Code/Uniform						
Wearing clothing that is not part	•	•				

of the school's dress code or uniform							
Drugs (including controlled and/or illicit substances -- e.g. marijuana)							
Under the influence		•					School staff is required to refer students to appropriate substance abuse counseling. School nurse will be notified.
Using or possessing		•	•	•	•	•	
Distributing or selling			•	•	•	•	
Electronic Devices/Inappropriate use of Technology							
Use of cell phones, handheld mobile devices, electronic game devices, and other similar items during unauthorized times	•	•					Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.
Use of electronic devices that lead to the threat of harm against another person		•	•				
Recording or publishing a fight		•	•				
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm against another person			•	•		•	Investigation may be warranted.
Emotional Outburst							
Emotional outburst or rage which causes harm	•	•					
False Activation of Fire Alarm							
Intentional false activation of fire alarm			•	•		•	If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated.

Fighting, Physical Altercations/Attacks						
Fighting without serious bodily injury - Mutual participation in an altercation involving physical violence. No victims, only offenders.		●	●			
Fighting with serious bodily injury - Mutual participation in an altercation involving physical violence including, hitting, kicking, shoving, punching, scratching or spitting on another person resulting in permanent disfigurement, a loss of bodily function, the loss of a limb, or bodily organ or a substantial risk of death. No victims, only offenders.			●	●		●
Fighting which causes the Principal to initiate emergency procedures and prevents large numbers of students from moving through the hallways, disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students, such as a threat of substantial bodily harm to students			●	●		●
Physical Altercation (Minor) - Confrontation, horseplay, or physical aggression that does not result in injury.	●	●				
Physical Altercation or Attack with serious bodily injury - Committing an act of violence toward a person, including, hitting, kicking, shoving, punching, scratching or spitting on another person resulting in permanent disfigurement, a loss of				●		●

bodily function, the loss of a limb, or bodily organ or a substantial risk of death. Must have an offender and a victim.						
Assault on Educational staff			•	•	•	•
Gambling						
Requires the use of money or exchangeable goods	•	•				
Harassment (Including biases on race, ethnicity, gender, sexual orientation, disability, religion, age including cyber-harassment, against members of the school community)						
Minor harassment	•	•				
Serious harassment		•	•			
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted				•		•
Inciting or Participating in Disturbance						
Causing a large disruption of the atmosphere of safety and purpose in the school that is necessary for effective learning, outside of general classroom disruption (such as a riot)			•	•		A large disruption is defined as a disruption which causes an administrator to initiate emergency procedures and prevents large numbers of students from moving through the hallways, disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students.

Leaving Classroom or School Without Permission						
Leaving classroom or school without permission	•	•				
Non-Compliance (All school personnel)						
Unwillingness to respond to a reasonable request or instruction from any school personnel	•	•				
Public Space Misconduct (hallways, stairwells, cafeterias, bathrooms, offices, outdoor areas)						
Running, making excessive noise, loitering, or persistent hall-walking	•	•				
Minor public space misconduct		•				
Serious public space misconduct			•			
Robbery / Theft						
Taking money or property from another by force		•	•		•	
Under \$500		•	•			
Over \$500		•	•		•	
Sexual Offenses						
Sexual assault			•		•	
Sexual harassment (e.g. inappropriate verbal or written)		•	•		•	

conduct of a sexual nature)							counseling
Sexual harassment (e.g. inappropriate physical conduct of a sexual nature)			•	•		•	Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.
Sexual misconduct (e.g. engaging in sexual activity)			•	•		•	
Threats							
Bomb Threat - Making threats or providing false information about the presence of explosive materials or devices on school property			•	•		•	
Extortion - Obtaining money or property from another student through coercion, intimidation, or threat of physical harm			•	•		•	
Confrontational or aggressive arguing that repeatedly impacts the school environment and persists after interventions have been put in place			•				Documented Intervention
Verbal or written threats against individuals or groups within the community			•	•			
Terroristic threats to harm students or school officials, and/or to destroy school property.			•	•		•	
Weapons, Firearms, Explosives							
Firearms (possession of a firearm as defined in USC 921 of the federal code; e.g. handguns, rifles, shotguns, and bombs. Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)				•	•	•	
Possession of weapons (knife,			•	•	•	•	

pepper spray, etc), instruments or objects used as weapons with intent to cause injury, and explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles other than a firearm.						
Felony Criminal Charges, or Felony Conviction/Delinquency						
Felony charges/convictions do not have to occur on school grounds.			•	•		

Restorative Conferencing and Circles

When appropriate, a BCCS leader may assign a restorative conference and/or circle. Who to include in the conference or who will serve as a part of the circle is to the discretion of the BCCS leader. Those who are harmed are not required to attend, and their involvement will be their decision. Listening and speaking responsively are the basic building blocks of all restorative interventions. Restorative conferencing provides the structure in which we listen and speak responsively. Restorative conferencing ranges from informal one-to-one conferences to more formal processes like mediation, family and restorative group conferences, and a school re-entry conference. All of these conferencing structures create a safe space in which people directly affected by an incident or problem can discuss it safely, openly, and honestly. All responsive conferencing protocols involve a structured set of steps and questions to ensure that all participants feel supported and all participants' thoughts and feelings are invited into the process. The chart below shows a continuum of restorative conferencing protocols.

Restorative Conference Protocols include:

Restoration After Committing Harm Conference <i>When a specific incident or behavior has harmed others and prompts immediate attention...</i>	Personal Efficacy Conference <i>When a student's unproductive or ineffective behaviors, habits, or mindsets raise an adult's concerns...</i>
<ol style="list-style-type: none"> 1. What happened? (What was your part in what happened?) 2. What were you thinking and feeling at the time? 	<ol style="list-style-type: none"> 1. Here's what I've been noticing. What's going on for you? 2. What are you thinking or feeling about this? 3.

<p>3. Who else was affected by this? How?</p> <p>4. What have been your thoughts/feelings since then?</p> <p>5. What are you thinking/feeling now?</p> <p>6. What do you need to do to make things right?</p> <p><i>Optional: What can I (others) do to support you?</i></p> <p><i>Optional: What might you do differently when this happens again?</i></p>	<p>What are some things you think I might be concerned about? If the student is struggling with this, say:</p> <p>3. I am concerned about _____ and I am worried about how this is impacting _____.</p> <p>4. So what might be some things you can stop doing or start doing to get better at _____?</p> <p>5. How will you know that your plan is working?</p> <p><i>Optional: What might I do to support you?</i></p>
<p style="text-align: center;">Defusing Conference</p> <p><i>When students are upset and their emotional state is making it hard to focus and learn....</i></p>	<p style="text-align: center;">Problem-Solving Conference</p> <p><i>When the focus is on helping a student address a specific academic or behavioral problem...</i></p>
<p>1. I've noticed that you look upset (angry, frustrated, bored, distracted). What's going on for you?</p> <p>2. What's not working for you right now? Is there anything else bothering you? Is there anything else that can help me understand?</p> <p>3. How are you feeling right now? How do you want to feel?</p> <p>4. What might you do to feel better / to be okay right now?</p> <p><i>Optional: Is there something else we might talk about later that would help?</i></p>	<p>1. What do you want or need?</p> <p>2. What are you doing to get what you want or need?</p> <p>3. Is it working? If so, how? If not, why don't you think it is working?</p> <p>4. What kind of plan will help you get _____.</p> <p>5. How will you know that your plan is working?</p> <p><i>Optional: What can I do to support you?</i></p>

In the course of discussions, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm determined by a BCCS leader. Restorative actions that may be suggested could include but are not limited to:

- Community service
- Notice being sent home to student's parents/guardians
- An action plan for correction of student behavior such as a combination of assignments, community service, and discussions
- A verbal or written apology to the person/group harmed or the community as a whole when genuinely possible.

In the event of being assigned community service, the following guidelines apply.

- The restorative conference shall be facilitated by a BCCS leader.
- The nature of the community service performed shall be related to the nature of the offense and shall be determined in the contexts listed above.
- The BCCS leader shall oversee the fulfillment of the community service performed and shall document the nature of the service.

- If completed in satisfactory conditions, the individual will then be released from any further obligations to community service, and a message will be sent by the BCCS leader to the victim (s) and other affected parties indicating that the offender has fulfilled the obligations.
- If the community service is not completed in satisfactory conditions, the offender will be re-assessed through the conduct process for next steps.

EQUITY AND ANTI-BIAS POLICY

Boston Collegiate Charter School is a diverse and equity-based community. We embody and strive for excellence in our Core Values. Equity lives in our value of Belonging. We have a responsibility to confront our bias as it has a direct impact on the community. Those who choose to violate this value will be held responsible for their voice, actions, and behaviors. To ensure we thrive, BCCS is committed to being an anti-racist and anti-bias community. This includes incidents that happen on or off school property, in-person and/or virtually, and in an individual and/or group organized manner.

Protected Categories

Boston Collegiate Charter School will respond to harassment on the bases of:

- Race/Color
- Ethnicity/National Origin
- Disability
- Sex
- Gender
- Sexuality

Bias Based Harassment

The following two definitions culminate our understanding of bias based harassment:

BIAS - the conscious (explicit) or unconscious (implicit) thoughts, feelings, and behaviors, in favor or against, one thing, person, or group compared to another that contributes to inequities.

HARRASSMENT- an incident or series of incidents that intimidates, offends, and/or harms an individual or group on the basis of their social identity (race, sex, sexuality, etc.). Harassment can be in person, online, socially, and/or interpersonal in nature.

The following behaviors or ideas are defined as misaligned with our community values and are considered harassing conduct and therefore, unacceptable and actionable to the conduct process.

Examples of Harassment:

- Hate-Speech that would be defined as discriminating towards a person or group on the basis of social identity or protected category.
 - Bias Based slurs, taunts, jokes, or insults
 - Display of bias-based symbols
- Intimidation or threats
- Physical abuse
- Property damage
- Other bias-based conduct

Context Considerations

Bias based conduct cases are contextualized in the environment in which they occur. To ensure thorough commitment to anti-racist and equitable community, we take the following things into account.

- **Perception:** Being a community centered on equity that practices anti-bias, we take into consideration the perception of the incident. If a large portion of the community and or the reporter believes that the conduct is motivated by bias, we will take that into consideration. If the reporter and the person they are reporting on are of or appear to be of a different classification of social identities, this will be taken into consideration. If there are historical animosities between the reporter and the person reported, that too will help contextualize the conduct. Any other key perception patterns are essential to combating biased behavior.
- **Pattern:** A series of events that can be classified as biased-based constitutes a pattern. Patterned conduct in behavior will be taken into context. This includes conduct that is directed against members of a group of people and/or relating to a series of events directed at the reporter's identity group.
- **Impact:** At BCCS, we are deliberate about our impacts. If the impact results in harming the community, we will assess for severity. A clear example of severity is holding membership in a hate group. Less clear incidents may be assessed for severity by examining details such as whether or not there has been local organized hate crimes, discussion of national or local news events, and if the reporter has been recently protesting for their rights.

Protocol for BCCS Responding to a Bias-Based Incident

When a student or teacher is made aware of a bias-based incident or symbol, they must immediately report it to the Dean of Students and/or the Principal. The Principal will alert the Director of DEI, the Chief Academic Officer, and the Executive Director (DEI Response Team) in a Google Form that identifies some key details of the bias-based incident. This will allow BCCS to keep track of bias-based incidents in a formal way.

Upon alerting the DEI Response Team, the Dean and Principal will conduct an investigation into the incident and will share the findings and proposed course of action with the DEI Response Team. If it appears that the incident was targeted towards a particular person or group and may constitute a Hate Crime, the Executive Director will alert the Boston School Police Unit and engage them as needed.

School Response to Bias-Based Incidents

In the event that an individual is found responsible for a bias incident, action, and or behavior, BCCS will approach the incident through restorative practices. Again, if a student is unable to effectively engage in the restorative framework and repair harm to the community, the incident has a severely harmful impact on the community, or the behavior is representative of continued and escalated pattern of harms committed, the Dean will use the Disciplinary Checklist to determine whether a suspension hearing is warranted, and due process will apply.

Disciplinary Checklist:

1. Would the student's continuing presence in school cause a threat to school safety or a disruption to other students' learning opportunities?
2. Has school staff exhausted alternatives to suspension and expulsion?
3. Has the student previously violated the school code?
4. Is suspension or expulsion appropriate given the student's grade?
5. Has school staff considered whether the student has a disability and provided all required procedural protections?

Should the suspension hearing determine the student's involvement in a biased-based incident, the terms of the suspension will require students to think about the reasons for their temporary suspension from the community. The reflection mode will be assigned based on the context of the suspension, which may include an in depth writing reflection, formal learning sessions, extensive education on the issue underlying the incident, etc. In addition to writing

the paper addressing restorative questions, the student will need to write a formal letter of acknowledgement to the BCCS leader explaining the nature of the wrongs done, and the concrete steps that will be taken to address the unacceptable behaviors in question.

When the suspension is over, a School Leader will meet with the individual(s) and their parent(s) to review what the student has written, and following the suspension, to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the individual(s) will be formally welcomed back into their classroom as a full participant. During the time away from school, the student is also responsible to complete any assignments that would be due during their time away.

BULLYING AND CYBERBULLYING

Priority Statement

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

Policies and Procedures For Reporting And Responding To Bullying and Retaliation

- A. Reporting bullying or retaliation. Reports of bullying and retaliation may be made to 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 or district staff member is required to report immediately to the Principal or Dean of Students 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 or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, 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 Collegiate Charter School will: 1) include a copy of the Incident Reporting Form in the beginning of the year mailing for students and parents or guardians; 2) make it available in the schools, main office, the counseling office, the school nurse's office, the Dean's office and other locations determined by the Dean of Students; and 3) 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, Boston Collegiate Charter School will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Dean of Students, will be incorporated into student and staff handbooks, on the school or district 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 the Principal or Dean when they witness or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or Dean does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Boston Collegiate Charter School policies and procedures for behavior management.

2. Reporting by Students, Parents, Guardians, and Others

Boston Collegiate Charter 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 Principal or Dean of Students. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or Dean of Students.

B. Responding to a report of bullying or retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or Dean of Students 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; predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Principal or Dean of Students will take additional steps to promote safety during the course of and after the investigation, if necessary.

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

2. Obligations to Notify Others

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

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

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or Dean of Students has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or Dean of Students 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 at the school, the Principal or Dean of Students 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.

- C. Investigation. The Principal or Dean of Students will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations(s) and the ages of the students involved. During the investigation the Principal or Dean of Students will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or Dean of Students (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

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

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

Depending on the circumstances, the Principal or Dean of Students may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The Principal or Dean of Students will promptly inform the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or Dean of Students 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. However, given that the school community is rooted in principles of restorative justice, the aggressor may be required to repair harm to the victim publicly or privately.

E. Responses to bullying

1. Teaching Appropriate Behavior Through Skills-building

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

- Offering individualized skill-building sessions based on Boston Collegiate Charter School'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 prosocial ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or Dean of Students decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with Boston Collegiate Charter 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.

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

3. Promoting the Safety of Others

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

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

For more information regarding Boston Collegiate's Bullying Prevention and Intervention Plan, please visit:
<http://3frtz048tc4h4cn2h51ukvbn-wpengine.netdna-ssl.com/wp-content/uploads/BCCSBullyingPreventionandInterventionPlan.pdf>

SUSPENSIONS

If a student is unable to effectively engage in the restorative framework and repair harm to the community, the incident has a severely harmful impact on the community, or the behavior is representative of continued and escalated pattern of harms committed, the Dean will use the Disciplinary Checklist (referenced above) to determine whether a suspension hearing is warranted.

The students will be guaranteed due process and fair treatment, as outlined in Appendix A (p. 70) and in Pursuant to M.G.L. ch. 71, §37H, §37H^{3/4}, and §37H^{1/2}.

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. A Principal may, at 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/guardians are expected to meet with a school administrator prior to the student's return to class.

It is important to note, that while suspensions bring a break from the community, more often than not, they will also include creative consequences that will support the student in rectifying the harm done. Prior to returning to the classroom, the BCCS leader may meet with the individual(s) and their parent(s)/guardian(s) to discuss the steps necessary for restoring the student to the community.

EMERGENCY REMOVAL

In cases of extreme circumstance, school administrators may emergency remove a student from school before the student receives due process. This can only occur if 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.

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 Appendix A (p. 70), as applicable
- Provide the student an opportunity for a hearing with the administrator, as applicable, and provide 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.

Administrators must make provisions for the student's safety and transportation before removing a student from school on an emergency basis.

EXPULSION

Students are subject to expulsion (i.e. permanent exclusion from school) pursuant to M.G.L. ch. 71, §37 and §37H½ by the Principal and/or Executive Director, as set forth in detail below and in Appendix A (p. 70).

Students are subject to expulsion for the following offenses:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on staff member or other educational personnel

In addition, students are subject to expulsion when convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency if the Principal or Dean of Students determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

When considering expulsion of a student from school for possession of a dangerous weapon, possession of a controlled substance, or assault on a staff member, pursuant to M.G.L. ch. 71, §37H, the student may be suspended for up to ten school days pending a hearing before the Principal to consider additional discipline, up to and including expulsion from school. For more information on student and parent/guardian rights pertaining to due process, please refer to Appendix A (p. 70).

SERVICES DURING REMOVAL

Students who are suspended from school for ten (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.

BCCS has developed a school-wide Education Service Plan for all students who are removed from class for more than 10 consecutive school days, whether in or out of school, and students will be so informed at the time of the suspension/expulsion. Principals 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. BCCS's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, and online or distance learning.

If BCCS removes a student for more than ten (10) consecutive school days, the school 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.

Disciplinary Reporting Policy

Boston Collegiate reports all suspension to colleges that have resulted from serious violations to our community. We encourage students to actively self-disclose violations as well.

PROCEDURAL GUIDELINES FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) provides eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below. In addition to the IDEA, this section follows the Department of Education, 34 Code of Federal Regulation (CFR) 300.519-300.528 and Section 504 of the Rehabilitation Act (Section 504). Students who are not yet eligible for special education services are also entitled to these procedural rights provided that the school had knowledge that the child is a child with a disability before the behavior precipitating the disciplinary action occurred per 34 CFR §300.534. All students are expected to follow the BCCS's Code of Conduct, unless otherwise determined by the student's Individualized Education Plan Team

and written in the student's IEP. 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.

In general, if your child has violated BCCS's (BCCS) disciplinary code, the school may suspend or remove your child from his or her current educational placement for no more than ten (10) consecutive school days in any school year or ten (10) cumulative days that constitute a pattern of behavior.

Any time BCCS wishes to remove your child from his or her current educational placement for more than ten consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of ten days in any school year when a pattern of removal is occurring, this is a "change of placement." A change of placement invokes certain procedural protections under federal special education law. These include the following:

- (a) Prior to any disciplinary removal that constitutes a change in placement; the school must inform you that the law requires that the school district consider whether or not the behavior that forms the basis for your child's disciplinary removal is related to his or her disability. This is called a "manifestation determination." Remember that you, as the parent, always have the right to participate as a member of the group of people making this determination.
- (b) Prior to any removal that constitutes a change in placement, the school must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address your child's problematic behavior. If a behavioral intervention plan has been previously developed, the Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.

Manifestation Determination

The law provides that BCCS and the parent, along with relevant Team members, must consider all evaluation information, observational information, the student's IEP and placement and must determine whether your child's behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of your child's disability if the conduct in question was caused by, or had a direct and substantial relationship to, your child's disability, or was a direct result of the school district's failure to implement his or her IEP.

If the manifestation determination decision is that the disciplinary behavior was related to your child's disability then your child may not be removed from the current educational placement (except in the circumstances described below) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior was not related to your child's disability, then the school may suspend or otherwise discipline your child according to the school's code of student conduct, except that for any period of removal exceeding ten (10) days the school district must provide your child with educational services that allow your child to continue to make educational progress. BCCS must determine the educational services necessary and the manner and location for providing those services.

If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

Your child may be placed in an interim alternative educational setting (IAES) for up to 45 school days if he/she engages in one of the following behaviors:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Thereafter, your child will return to the previously agreed-upon educational placement unless you or BCCS have initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement, or you and BCCS agree to another placement.

STUDENT RESTRAINT

In accordance with M.G.L. §37G, corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, a Principal shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

COMPLAINT PROCESS

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 Principal. If the situation has still not been resolved, a meeting should be scheduled with the school's Chief Academic Officer, who supervises the Principals, and, if needed, 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(j) 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 DESE 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 SEARCHES

In order to maintain the security of all its students, BCCS reserves the right to conduct searches of its students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School cubbies, lockers, and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

STUDENT EXPECTATIONS

ATTENDANCE POLICY

The BCCS school day starts promptly at 8:00am. The school is open as of 7:00am and students are encouraged to arrive to school at 7:45am to allow for sufficient time to gather their materials and report to class. Any student who is not in their assigned classroom by 8:00am will be marked tardy.

Students can only be successful if they are on time, present and prepared in school every day. Since repeated absences and/or tardies mean missing class, and missing class affects academic achievement, excessive absences and/or tardies will result in lower class grades, since part of a student's grade is based on his or her performance in class. Therefore, it is imperative that students are at school, on time, every day, and excessive absences and/or tardies will not be tolerated.

Student Absence Notification Program

At the commencement of each school year, guardians will be sent a notice instructing them to call or email the school as early as possible but no later than 7:30 AM to inform the school of the student's absence and the reason for such absence. The notice will also require such guardians 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 guardian by the designated time, then the school shall call the telephone number or numbers furnished to inquire about the student's absence. Guardians will be contacted within three (3) days of the student's absence if the Guardian has not contacted the school regarding the absence.

All questions regarding student attendance and attendance records should be directed to the school's Office Managers at 617-265-1172 ext. 2222 (Middle and High School) and 617-282-6710 ext. 1111 (Lower School). Or email to kmisci@bostoncollegiate.org (Middle School), jmontesano@bostoncollegiate.org (High School) or lvalentin@bostoncollegiate.org (Lower School).

A student is considered absent with excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance. All other absences will be considered unexcused, including but not limited to family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Work will not be provided in advance of unexcused absences. Any class work or homework missed during those absences may be counted as a zero. Minor and major assessments may be eligible to make up at the discretion of the Principal.

If prior notification had not already been provided then upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his or her guardian explaining the reason for the absence.

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

Assessment Makeup

If a student is absent with an excuse for an assessment, he or she should be prepared to make it up on the day he or she returns, unless the teacher has made alternative arrangements. If a student is absent without excuse, it is the Principal's discretion as to whether the assessment can be made up.

Truancy Policy

Deans of Students will actively investigate issues of chronic issues of attendance and will work with families to support students. After five (5) unexcused absences a quarter, BCCS will mail a letter home stating which days the student has missed and requesting a meeting in order to develop a plan to increase attendance.

According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. BCCS operates in compliance with the Department of Transitional Assistance requests and requirements. When necessary, Deans of Students file and represent chronic cases of absenteeism in the court system.

Lateness

Students late to school – excused or unexcused – who arrive after 8:00 AM must go to the Main Office to sign in before proceeding to their classroom.

Excessive lateness will not be tolerated. After five (5) unexcused tardies a quarter, BCCS will mail a letter home stating which days the student has arrived late and requesting a meeting in order to develop a plan to increase timeliness.

Withdrawal Policy

BCCS calls families on the first day of an absence and every day thereafter. If a student is absent for five (5) consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absence, the following steps will occur:

1. The school will continue to attempt to reach the family through all phone numbers, by calling, texting, and emailing.
2. On the fifth day of unexcused absence, the school will mail a letter to the address(es) on file notifying parents that their student is truant. The letter will request the family to call the school to explain the absences within four days from the date of the letter and will request to meet with the family to address attendance issues. In addition, the letter will state that the student will be unenrolled after the 10th unexcused absence.
3. BCCS will continue to try to reach parents through all means provided to the school if contact has not occurred.
4. If a student fails to return to school or receive qualified excuses, he/she will be withdrawn from BCCS and no longer enrolled on the 10th day of absence.
5. Families who are actively working with BCCS to resolve the student's attendance issues may have a prolonged timeline for withdrawal at the discretion of the student's principal.

Early Dismissal Policy

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 8:00 AM on the day of the early dismissal. A guardian must contact the school in advance and provide a signed note for early dismissal. In addition, the parent or guardian must sign the student out with the Main Office before removing the student from school grounds. Students will not be dismissed unless the parent or guardian has physically come to the Main Office. We also ask that doctor and dentist appointments be limited to non-school hours to avoid requiring students to miss class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

Students who miss more than ½ of a day of instruction will be recorded as absent; students must be present for at least 3.5 hours of the school day to be marked present and for at least 2 hours on a half-day.

Students who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

SCHOOL CLOSINGS

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. BCCS follows the exact same cancellation policies as Boston Public Schools, so if the Boston Public Schools are closed, so is BCCS. Please note that for 2020-2021, since the state has approved virtual learning as a “school day,” students may be expected to attend school online on what otherwise would have been considered a “snow day.”

IN HOME OR HOSPITALIZATION INSTRUCTION PROGRAM

In accordance with 603 CMR 28.03(3)(C), Boston Collegiate provides an instructional program for any student who, in the judgment of the student’s physician, will have to remain at home or in a hospital for a period of not less than fourteen days. As soon as it is known that the student will be absent from school, the principal will authorize a Home or Hospital Instruction program. Home Instruction may also be provided when a special education student has a valid signed Individualized Educational Plan indicating a Home Instruction Program.

A Home or Hospital Program is an extension of the school program. Curriculum may be delivered by a school-assigned tutor or a school staff member. The instructor will assist the student in maintaining adequate progress in school subjects, and the classroom teachers will assign the actual grades. The principal will inform parents that their child is eligible for a Home or Hospital Program and will ensure services are delivered in accordance with policy and monitor until the student is able to return to school.

STUDENT SUPPLIES

School supply lists, by grade level, are available on our website at <https://www.bostoncollegiate.org/forms-and-documents/>.

In addition to having the supplies listed, students should also have an appropriate book bag for carrying items to and from school and from class to class.

Students should also feel free to bring their favorite school supplies if they do not find them on the list above, though good judgment should determine the appropriateness of such items. Supplies and materials depicting violence are not permitted.

Books and other learning tools may be provided to students. Students are responsible for maintaining the upkeep and safety of all materials and will be required to reimburse the school for the materials if they are lost, damaged, or stolen. If families are facing financial hardships and need support in purchasing school supplies and uniforms they should contact Yanina Boshes, yboshes@bostoncollegiate.org for Lower School requests or Leslie Valentin, lvalentin@bostoncollegiate.org for Upper School requests.

STUDENT DRESS POLICY

In order to improve the school’s educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to school days and school-sponsored events.

Students may only wear uniform shirts purchased through College Hype. All new logo-imprinted items must be ordered through College Hype online www.customhype.com/BCCS in June for delivery in August. The physical location at 540 Gallivan Boulevard (rear), Dorchester, MA 02124 will be closed for the foreseeable future due to the pandemic. If you are having difficulty please call 617-282-8883; **This is the only acceptable vendor through which to purchase school shirts, sweaters, sweatshirts, and fleeces.**

Apparel purchased for BCCS sponsored clubs or sports must be approved before purchase. All apparel must meet schoolwide guidelines; these guidelines are available through the Principal. The Director of Operations will review all athletic and club-sponsored purchases.

When students enter the school building, they must be in the proper uniform. Students also may not change out of their uniform before dismissal without permission from the Dean of Students. Students who attend school events at night – on school grounds or otherwise – are expected to be properly dressed adhering to the dress code, either in the school uniform or appropriately for a school setting.

Boston Collegiate Dress Code is designed to ensure students are easily identified as BCCS students and prepared to participate in any and all school-based activities. Once students enter the school building, students are also prohibited from wearing any apparel that hinders identification or safety which includes but it's not limited to:

- Hats, hoods (including those on the BCCS sweatshirts), durags, bonnets, bandanas, wave and skull caps. (Exceptions will be made for documented religious or medical reasons, or identified disabilities).
- Sunglasses
- Any other dress that distracts, disrupts, intimidates, or provokes can be deemed inappropriate by the Principal or Dean of Students.

Students are allowed to wear cultural headwraps, headbands, and sweatbands.

Jewelry should be appropriate for a school setting and may not serve as a distraction or danger to others or it will be confiscated.

Students whose uniforms and dress code do not adhere to the guidelines will be given the article of clothing in question and/or asked to wear the uniform as outlined below and may receive a consequence. Students who do not wear their PE uniform on the designated day, or wear it on a non-PE day, may receive an alternative uniform to wear and may receive a consequence. Repeated disregard of the dress policy will involve the Dean of Students and the student's family.

LOWER AND MIDDLE SCHOOL DAILY DRESS UNIFORM			
	Tops	Bottoms	Miscellaneous
Daily Dress Details	<ul style="list-style-type: none"> ● Navy blue short or long-sleeved polo shirt with BCCS logo and/or ● Navy blue crew or v-neck sweater, sweatshirt, or fleece with BCCS logo ● On Fridays students may choose to wear BCCS sponsored t-shirts with the rest of the designated uniform ● Plain, long-sleeved white, black, grey, light blue or navy crew-neck shirts may be 	<p>Khaki-colored dress pants, straight leg or regular fit only Khaki-colored skirt or</p> <ul style="list-style-type: none"> ● <i>Khaki-colored shorts (cargo style permitted), skorts, or capris may be worn with belts and sneakers in August, September, October, and following April break</i> ● Pants, skirts, skorts and capris may not be made of denim. Excessively short skirts and shorts are not permitted. 	<ul style="list-style-type: none"> ● Brown or black belt (required) ● Loafer or lace-up style shoes or boots in brown, black, or grey or sneakers in white, black, grey, or blue. ● Boots that extend beyond the knee and open-toed shoes are not permitted.

	<p>worn under a short-sleeved logo-polo shirt; patterned shirts, other colors and hooded shirts/sweatshirts are not permitted under the uniform shirt.</p> <ul style="list-style-type: none"> Short and long-sleeved shirts must be tucked in at all times; accompanying apparel may not be tied around the waist. 		
Physical Education Uniform	<p>Navy blue t-shirts with BCCS logo and/or</p> <ul style="list-style-type: none"> Navy blue, long-sleeved sweatshirts with BCCS logo 	<p>Navy blue sweatpants with BCCS logo or</p> <ul style="list-style-type: none"> <i>Navy blue athletic shorts with BCCS logo (with optional solid single-colored white, black, grey, or navy compression pants underneath) may be worn in August, September, October, and following April break</i> 	<ul style="list-style-type: none"> White, black, grey, or blue sneakers The PE uniform can only be worn on PE days. Students should wear their PE uniform to school and should expect to wear it all day.

HIGH SCHOOL DAILY DRESS UNIFORM

	Tops	Bottoms	Miscellaneous
Daily Dress Details	<p>Navy blue, light blue, or white short or long-sleeved polo shirt with BCCS logo and/or</p> <ul style="list-style-type: none"> Navy blue crew or v-neck sweater, sweatshirt, or fleece with BCCS logo and/or Approved collegiate hooded sweatshirt, approved athletic or club-sponsored jackets, or senior sweatshirt On Fridays, students may choose to wear BCCS sponsored t-shirts with the rest of the designated uniform. Plain, long-sleeved shirts may be worn under a short-sleeved logo-polo shirt; hooded shirts/sweatshirts are not 	<ul style="list-style-type: none"> Khakis, slacks or non-ripped jeans Bottoms may not be ripped or designed for sleep or athletics. Pants must be worn at or above the waist and undergarments must not be showing. Low-rise or overly tight fitting pants are not permitted. Excessively short skirts and shorts are not permitted. <i>Shorts (cargo style permitted), skorts, or capris may be worn in August, September, October, and following April break; again, shorts may not be ripped or designed for sleep or athletics.</i> 	<ul style="list-style-type: none"> Loafers or lace-up style shoes, boots, flats or sneakers. Boots that extend beyond the knee and open-toed shoes are not permitted.

	permitted under the uniform shirt.		
Physical Education Uniform	<p>White, grey, or navy blue t-shirts with BCCS logo and/or</p> <ul style="list-style-type: none"> ● Approved athletic or club-sponsored shirt or sweatshirt and/or ● Navy blue, long-sleeved sweatshirts with BCCS logo 	<ul style="list-style-type: none"> ● Navy blue sweatpants with BCCS logo ● Athleisure or leggings ● Bottoms may not be ripped or designed for sleep or athletics. <i>Athletic shorts (with optional compression pants underneath) may be worn in August, September, October, and following April break</i> ● No jeans or slacks are permitted for physical education 	<ul style="list-style-type: none"> ● Sneakers ● Athletic wear should only be worn on PE days.

STUDENT SCHEDULE

There are three daily dismissals at BCCS. The first dismissal is at 3:00 PM for grades 9-12, 3:05PM for grades 7 and 8 and 3:10 PM for grades 5 and 6 (2:00 PM on Mondays); please note, staggered dismissals, announcements, or other factors could add five to ten minutes to these times. In addition, extracurriculars and tutoring opportunities will be available after school.

The typical BCCS student follows something similar to the sample schedules below.

Lower School

Monday Schedule		Regular Schedule		Half Day Schedule		Assembly Schedule	
Period	Time	Period	Time	Period	Time	Period	Time
Advisory	8:00-8:03	Advisory	8:00-8:05	Advisory	8:00-8:10	Advisory	8:00-8:03
1	8:05-8:50	1	8:10-9:00	SSR/DEAR	8:10-8:25	Assembly	8:05-8:30
2	8:55-9:40	2	9:05-9:55	1	8:25-8:50	1	8:35-9:25
3	9:45-10:30	3	10:00-10:50	2	8:55-9:20	2	9:30-10:20
4	10:35-11:20	Lunch	10:55-11:25	3	9:25-9:50	3	10:25-11:15
Lunch	11:20-11:50	4	11:30-12:20	4	9:55-10:20	Lunch	11:15-11:45
Community	11:50-12:10	5	12:25-1:15	5	10:25-10:50	4	11:50-12:40
5	12:15-1:00	6	1:20-2:10	6	10:55-11:20	5	12:45-1:35
6	1:05-1:50	Advisory	2:10-2:20	Advisory	11:20-11:30	6	1:40-2:30
Advisory	1:50-2:00	7	2:25-3:10	Dismissal	11:30	Advisory	2:35-3:00
Dismissal	2:00	Dismissal	3:10			Dismissal	3:00

Middle School

Monday Schedule		Regular Schedule		Half Day Schedule	
Period	Time	Period	Time	Period	Time

Advisory	8:00-8:03		Advisory	8:00-8:03		Advisory	8:00-8:23
1	8:05-8:47		1	8:05-8:56		1	8:25-8:50
2	8:52-9:34		2	9:00-9:51		2	8:55-9:20
3	9:39-10:21		3	9:55-10:46		3	9:25-9:50
4	10:26-11:08		4	10:50-11:41		4	9:55-10:20
Lunch	11:08-11:38		Advisory/Focus	11:45-12:35		6	10:25-10:50
Community	11:38-12:20		Lunch	12:35-1:05		7	10:55-11:20
7	1:12-1:54		6	1:10-2:01		Dismissal	11:30
Advisory	1:54-2:05		7	2:05-2:56			
Dismissal	2:05		Advisory	2:56-3:05			
			Dismissal	3:05			

High School

Monday Schedule		Regular Schedule		Half Day Schedule	
Period	Time	Period	Time	Period	Time
Advisory	8:00-8:03	Advisory	8:00-8:03	Advisory	8:00-8:03
1	8:05-8:42	1	8:05-8:56	1	8:05-8:30
2	8:46-9:23	2	9:00-9:51	2	8:35-9:00
3	9:27-10:04	3	9:55-10:46	3	9:05-9:30
4	10:08-10:45	4A	10:50-11:41	4	9:35-10:00
5	10:49-11:26	4A Lunch	11:43-12:11	5/FOCUS	10:05-10:25
Lunch	11:26-11:51	4B Lunch	10:50-11:18	6	10:30-10:55
Community	11:51-12:36	4B	11:20-12:11	7	11:00-11:25
6	12:38-1:15	5	12:15-1:06	Clean Up	11:25-11:30
7	1:19-1:56	6	1:10-2:01	Dismissal	11:30
Clean Up	1:56-2:00	7	2:05-2:56		
Dismissal	2:00	Clean Up	2:56-3:00		
		Dismissal	3:00		

SUPPLEMENTAL SERVICES

At BCCS, we hold high expectations for all students. We do this by instituting supports for all students and through procedures and programs that supplement our regular 8:00 AM – 3:00 PM school program. The primary components of our supplemental programs are additional English and math classes in grades 5-8 and an afterschool program that provides support in all core subjects to all students.

After school tutoring, homework support, and supplemental instruction in the core subjects are available to any student having academic difficulties. Based upon standardized tests, interim assessments, frequent internal assessments, progress reports, and report cards, teachers identify students in need of supplemental services. Teachers provide frequent and regularly scheduled tutoring and academic instruction after school and the school provides families with these schedules. Teachers and advisors call families regularly to coordinate this afterschool support. Students failing an academic class or in danger of failing a class may be required to stay after school for regular tutoring with the teacher of the academic class they are failing.

Tutoring and afterschool enrichment activities are privileges and must be treated as such by the students who participate in them. Students who repeatedly disregard school rules or who behave inappropriately during afterschool times may lose the privilege of staying for tutoring and enrichment activities.

All services as afforded in a student's IEP or 504 plan are received during the hours within the school day. Attendance at any after school tutoring sessions does not impact students' IEP goals, course grades, or grade promotion.

ADVISORY

Students at BCCS each have an assigned Advisor. The purpose of the advisory is to offer an opportunity for students and staff to build a sense of community, connectedness and shared responsibility within the school. The advisory program will develop partnership with parents and guardians to encourage their child's progress.

The Advisor is responsible for checking in daily with students and helping students achieve their best. While students should feel free to speak with any of their teachers about difficulties or challenges they encounter in or out of class, their Advisor is the person who is most aware of their particular needs. The Advisor also speaks with parents or guardians periodically to report on specific academic and behavioral progress. Families are strongly encouraged to call their child's Advisor when calling with any questions or family information.

ATHLETICS

Athletic participation is strongly encouraged by BCCS's faculty since it promotes teamwork, sportsmanship, scholarship, hard work, and commitment.

All student-athletes should be aware that athletics are governed by the Massachusetts Charter School Association Organization (M.C.S.A.O) which publishes annual rules and regulations governing athletics. Copies of the M.C.S.A.O Handbook are available online at www.mcsao.org.

Student-athletes are subject to all school rules and regulations governing student behavior as outlined in the BCCS Student Handbook. A violation of the Code of Conduct may result in suspension or removal from a team from the Coach, Principal, or Athletic Director. Player participation requirements are further outlined in the Student Athlete Contract.

Eligibility Requirements

Students are encouraged to try out for sports teams, regardless of academic standing. If a student has a year-end failing average in one class, the student will be a probationary player. The player will be required to attend mandatory tutoring (schedule to be determined and managed by the Athletic Director). If the player does not commit to tutoring and their academic improvement, then the player will be removed from the team. If a student has a year-end failing average in two or more classes, the student will not be allowed to participate on the team. If a non-traditional pathway towards graduation for a student is confirmed, the Principal and Athletic Director may consider a waiver with different academic goals and requirements for eligibility. Eligibility will be determined and/or rechecked at the report card each quarter and any changes in eligibility will go into effect the same day report cards are distributed. More specifically:

The same process for determining eligibility will be used for time intensive student activities including but not limited to drama performances and the robotics team. Students who are failing two or more classes for the year, as determined by the report card, may not be allowed to participate in the programming. Student participants will be expected to maintain their eligibility throughout the duration of the activity. Student eligibility will be determined at all applicable report cards.

BCCS ADMITTANCE POLICY TO NATIONAL HONOR SOCIETY

According to its National Constitution, the purpose of the National Honor Society is to “create enthusiasm for Scholarship, stimulate a desire to render Service, to promote Leadership, and to develop Character.”

Students are admitted into the BCCS chapter of the National Honor Society under the following guidelines:

1. Student must be at least a second semester sophomore;
2. Student must have a cumulative G.P.A. of 3.00 (85%) or higher and;
3. Student must regularly demonstrate the qualities of Scholarship, Service, Leadership, and Character.

Once students meet the first two requirements, they are asked to complete a Student Activity Information Form that details their service and leadership activities. Faculty council members review this form and, along with their personal knowledge of students, tally a checklist of 25 items. If a student meets 17 of the 25 items, then that student gains admittance into the BCCS Chapter of the National Honor Society.

HEALTH EDUCATION

BCCS provides a comprehensive health education curriculum designed to provide students with the knowledge and skills to make responsible, well-informed personal health decisions. The health education curriculum in grades 5 and above covers a wide variety of topics, including human sexuality issues, appropriate to the students' developmental levels.

Under Massachusetts law, guardians have the right to exempt their children from any portion of a curriculum that primarily involves human sexual education or human sexuality issues by submitting written notification to the Principal. The written notification should specify the class from which the child is to be exempted. A child who is exempted will not be penalized because of the exemption. The school may provide an alternative assignment for exempted students. Information regarding the health education curricula and related materials is available upon request.

All students enrolled in grades 9-12 are permitted access to free condoms along with appropriate reproductive health counseling. Parents or guardians may request the school not to give their children condoms and opt of the program via a written letter to the School Nurse. Under Massachusetts Adolescent Confidentiality laws, adolescents may receive confidential services for diagnosis, treatment and referral for sexually transmitted diseases and pregnancy. The decision to opt out of receiving condoms does not apply to these confidential services.

Teaching About Alcohol, Tobacco, and Drugs

Boston Collegiate understands that substance use prevention requires education. In accordance with state and federal law, Boston Collegiate shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs. Such programs shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on non-use by school-age children.

The school shall receive guidance on the curriculum, instructional materials, and outcomes used in this program from the board of trustees.

In accordance with M.G.L. c. 71, section 96, this policy shall be posted on the Boston Collegiate website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SPECIAL EDUCATION

At BCCS, we believe that every child can succeed. It is our mission to determine and provide the supports that each student requires in order to meet the academic, behavioral, and social expectations of our rigorous program. Toward these ends we have a comprehensive Student Support program that provides scaffolding for students based on each student's particular disability. The BCCS Student Support Department consists of the Director of Student Support, grade level liaisons and special education teachers, school counselors, a speech and language pathologist, an occupational therapist, reading specialists and a psychologist. The Department also has Student Support Team Leaders that help guide the individual parts of the Lower, Middle, and High school.

BCCS is committed to providing comprehensive and high quality services for students with disabilities and meets all requirements of state and federal legislation. The Student Support Department provides a variety of services to students on Individualized Education Plans (IEPs) and supports the facilitation of 504 plans that are implemented by the principals. BCCS's Student Support program utilizes liaisons that carry a caseload of students. Liaisons meet regularly with all regular education teachers to review curriculum materials, support teachers in modifying their content and making accommodations to its delivery, review the progress of students on IEPs, and maintain communication with parents or guardians.

Students on IEPs are regularly assessed in their progress toward their goals and benchmarks through progress reports written by liaisons with input from grade level teachers. Progress reports are required to be sent at least as often as guardians are informed of their non-disabled child's progress.

Families with questions about Special Education or accommodation programs at BCCS are urged to contact the Director of Student Support directly to learn more about the services for students with disabilities.

Response to Intervention

BCCS is committed to the academic success and social-emotional well-being of all students. If a student does not appear to be making adequate progress at BCCS, grade-level teachers may engage in the Response to Intervention (RTI) process. RTI is a means of identifying, documenting, and assessing various interventions meant to enable teachers to best serve all students and allow for student progress. Several rounds of RTI and tiers of intervention may be engaged in order to support student progress in the curriculum.

COMMUNICATION OF ACADEMIC PROGRESS

In addition to traditional classroom assessment measures and other performance evaluations, BCCS uses several other assessment tools to evaluate the progress of our students and to communicate with families:

1. **Massachusetts Comprehensive Assessment System.** So that students are held to the same standards as other students in the Commonwealth, BCCS administers in selected grades the MCAS to demonstrate both school-wide and individual student progress. Exams are given in March, April, May, and June and results reported in the fall. Current exams include:
 - Grade 5: English Language Arts/Literacy and Math
 - Grade 6: English Language Arts/Literacy and Math
 - Grade 7: English Language Arts/Literacy and Math
 - Grade 8: English Language Arts/Literacy and Math

- Grade 5 Science
- Grade 8 Science
- Grade 9 Physics
- Grade 10 ELA Language/Literature, ELA Composition, and Math

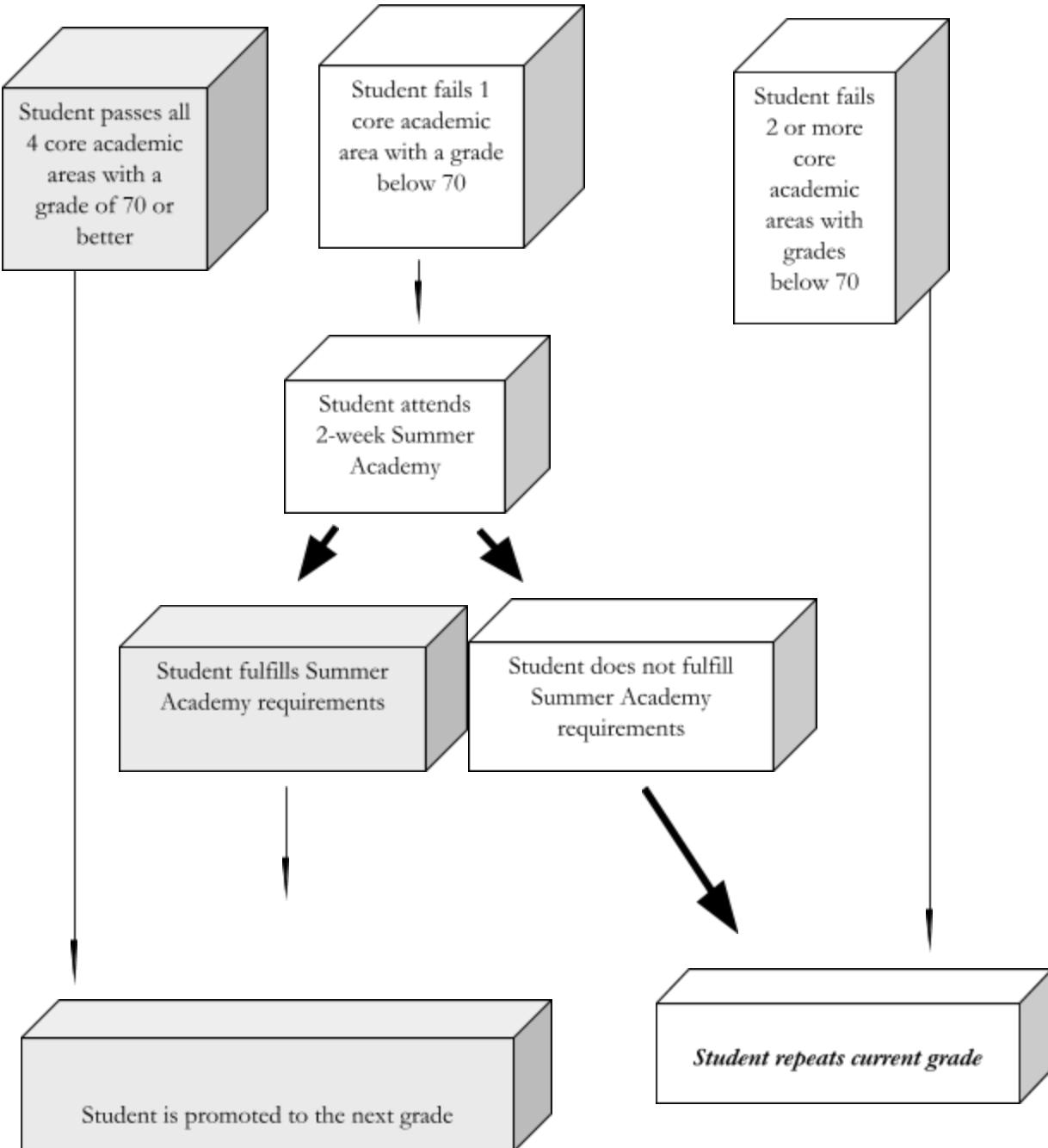
1. **PSAT, SAT, and ACT.** Although we at Boston Collegiate believe that the best preparation for any standardized test is a robust academic program starting in 5th grade and continuing through senior year, our additional supports for SAT and ACT success begin in 9th grade. In addition to our tenth and eleventh graders taking the PSAT in the fall, our 9th graders take practice exams as well during our College Prep Days in both the fall and winter. During these days, practice SAT and ACT tests are administered, scored, and when results arrive, they are discussed in Collegiate Skills classes and during grade level meetings. Through this process, students will have extensive practice in taking college-entrance exams and will have ample time to improve their performance. During grades 11-12, students have the support of an in-house SAT and ACT prep class, a college counselor, and college essay-writing assistance during class time. Every Boston Collegiate student takes the official SAT twice and ACT once during their junior year, and upon receiving the results, each student then receives individualized advice as to their best testing plan for the fall of senior year.
2. **Interim Assessments.** To demonstrate regular student progress throughout the year and to address students' on-going academic needs, BCCS administers Interim Assessments approximately every six weeks in ELA and Math to students in grades 5-8. These assessments are based on the school's expectations for what each student should know and be able to do at each grade level. Testing schedules are discussed with students and families during the year. Additionally, in ELA classes students will take the reading test STAR four times a year to gauge their current reading levels and how we can best support them. Results will be shared with the family.
3. **Mid-Term Exams.** At the end of second quarter, students in grades 9-12 take mid-term exams, exams that cover all material from the first two quarters of the year. Students' mid-term exam performance counts as a separate percentage of their overall, final grade.
 - Grades 9 and 10 → 5%
 - Grades 11 and 12 → 7%
4. **Final Exams.** At the end of every core academic class in every grade, students take a final, comprehensive exam that covers all material covered throughout the year. Students' final exam performance counts as a separate percentage of their overall, final grade.
 - Grades 7 and 8 → 10%
 - Grades 9 and 10 → 10%
 - Grades 11 and 12 → 13%*
5. **Progress Reports and Report Cards.** Teachers and staff use quarterly progress reports and quarterly report cards to communicate students' academic and behavioral performance. The Lower School will use a standards-referenced approach when conveying student progress. The Middle and High Schools will use a traditional grading approach when conveying student achievement. Progress reports and report cards are sent home with students to be signed by their guardians and brought back to school the next school day.

Additionally, all students receive bi-weekly grade reports on Thursdays that a guardian must sign.

6. **Family Conferences.** Guardians are expected to meet with their children's teachers during the three Family Conferences held each year:
- We ask all families to reserve Thursday, December 3, 2020, Friday, February 12, 2021, and Thursday, April 29, 2021.

Please see below for an outline of the school's Lower School and Middle School promotion policies. Please note, a core academic class is any class that meets at least five periods per week.

LOWER SCHOOL AND MIDDLE SCHOOL PROMOTION POLICIES



HIGH SCHOOL PROMOTION POLICIES

Promotion to the next grade level in the high school is dependent on the number of core course credits earned. The requirements are as follows:

	Minimum Core Course Credits Earned	Additional information
10th grade status	5*	Students must receive credit for all 5 core classes to move out of the 9th grade. <i>*Students who earn 4 credits in 9th grade during the school year but are unable to remediate the final credit during Summer Academy may be considered for promotion.</i>
11th grade status	9	Students can enter the 11th or 12th grades even if they are one credit behind in their core courses. This lost credit needs to be earned before a student is eligible for graduation.
12th grade status	14	

Grades 5-12

Students who fail two or more core courses in grades 5-9, fail to earn the minimum credits needed in grades 10-12, or students who need course remediation and do not fulfill all requirements will be retained. In the High School, one core class is defined as a two semester courses or one full-year course; students who fail the equivalent of 1.5 core classes have the opportunity to remediate. Students and/or Parents can ask for a review of this determination by Principal, and subsequently by the Chief Academic Officer. The decision of the Chief Academic Officer will be the final determination of BCCS. In addition, it is the Principal's discretion to propose an alternate promotion plan for students for whom extenuating circumstances, such as a previous BCCS retention, may apply.

SUMMER REMEDIATION

Grades 5-8

Summer Academy is required if a student fails one core academic area, such as math, science, history, or ELA, for the year with a grade below 70%. (A student must earn at least 70% in each of their classes. Any grades below 70% will not be rounded up.) Summer Academy allows the opportunity for students to develop and practice their math and reading skills, as well as work on organization, study skills, and character development. Students must demonstrate significant gains in math and reading in order to be promoted into the next grade.

Summer Academy takes place for two weeks in the summer during a set 10-day period. Students will not be promoted to the next grade if they miss more than one day of Summer Academy.

High School

Course remediation is available to students for one full-year core academic course per year for grades 9-11 and for the equivalent of up to 1.5 core academic courses for students in grade 12. Course remediation allows students the opportunity to develop and demonstrate mastery of the academic course and thus earn credit for the class.

An Achievement Committee (AC) will be convened each year to monitor and oversee course remediation. Members of the AC will be chosen by the High School Principal and will represent a cross-section of high school grade levels and subject areas.

The AC will determine the course remediation requirements. Students will be asked to present their case to the committee and student input will be taken into consideration in determining the paths to remediation. The AC's possible requirements for remediation may include but are not limited to: an online credit recovery course, 1:1 tutoring, an independent research paper, a community college course, or an approved summer program, including the BCCS Summer Academy for High School students.

The AC will determine which of the following a student must do after completing the course remediation requirement:

- schedule to take the final exam in the subject he/she failed and earn a 70% or higher
- bring a letter certifying completion of the tutoring or program requirement (earning a 70% or higher if applicable)
- successfully earn a 70% or higher on a project/paper.

Students in grades 9-11 can complete remediation during the two-week block of Summer Academy. Students in their senior year may remediate a specific course in the time allotted between final exams and graduation in order to earn credit to participate in commencement ceremonies. If a senior fails a semester-based course, he or she will remediate that course before February vacation or following senior finals, depending upon the semester in question.

If a student fails more than one class, a meeting will be scheduled with the principal to discuss grade level, course sequence, and remediation/credit recovery options.

BCCS High School offers several courses for partial credit on a Pass/Fail basis. These classes are not core academic courses and failure of these classes does not result in required course remediation as outlined above. However, these partial credit courses are graduation requirements and must be mastered before a student can be promoted. If a failing mark is earned in such a partial credit course, the student must complete the portfolio requirements of the course before enrolling in the subsequent grade.

HIGH SCHOOL CREDIT RECOVERY

Students will receive credit for all passed classes and can then take the next class in the subject area sequence even if they are not promoted to the next grade level. If the schedule does not allow a student to take a class that is traditionally taken at a higher grade level, an alternative course can be considered.

A student who is promoted but falls behind in total credits may also choose to take a non-standard course load of 4 courses (fewer than 4 academic courses will not be allowed) with the understanding that this would likely result in additional time in the high school beyond the standard four years. *This can be done with the approval of the principal.*

Students need to take at least four courses at a time except for students repeating the 12th grade. These 12th grade students may also graduate after the first semester if the schedule and required number of credits needed allow for this.

If a student who has earned at least nine core course credits falls behind in total credits, they may recover credits in the following ways:

- Taking an approved online or college course that replaces one of the core course requirements. This involves approval of the syllabus and course requirements as an adequate substitute for a high school requirement by the Director of Instruction and Principal. A student can earn a maximum of two core course credits applicable toward graduation through approved non-BCCS courses.
- Adding a 6th academic course to the school day at the discretion of the principal. If a student was not able to earn passing scores in five courses, adding a sixth course may not be the best pathway.

GRADUATION REQUIREMENTS

BCCS offers a rigorous college preparatory curriculum that fosters both college readiness and independence. Local graduation requirements include: 4 years/credits of English, 4 years/credits of math, 4 years/credits of science, 4 years/credits of history, 3 years/credits of a world language and 1 additional year/credit of advanced art, world language, English, history, science or math. *This is equivalent to 20 full year courses, with a standard load of 5 per year of HS. Each full year course is 1 credit and semester courses are equivalent to .5 credit.*

Students must also successfully complete 1 credit (.25 a year) of physical education and .75 credits (.25 a year) of art. Further, students must successfully complete the Collegiate Skills program (the ninth through twelfth grade course sequence that focuses on college and career readiness and preparation) and complete 80 hours of community service. All students are expected to meet the local graduation requirements in order to participate in senior events and graduation (including walking in the commencement ceremony), unless otherwise determined by the student's Individualized Education Plan Team and written in the student's IEP. If a student needs additional time in the summer to meet the local graduation requirements an additional ceremony will be offered.

The Massachusetts Education Reform Law of 1993, state law, G.L. c. 69, § 1D, requires that all students who are seeking to earn a high school diploma must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. Massachusetts uses the Massachusetts Comprehensive Assessment System (MCAS) as the CD. Students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Lastly, students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.

If a student is unable to meet local graduation requirements or successfully meet the benchmarks of Competency Determination, he or she will not be eligible to receive a high school diploma and may be eligible to receive a certificate of completion. It may be determined that a student needs more than four years to achieve a certificate of completion.

MISCELLANEOUS GUIDELINES

Respecting the Community

Both of BCCS's campuses are located in residential areas. Therefore, all members of the school community need to be highly respectful of those who live nearby.

- Students traveling to and from school on foot or via MBTA need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and do not touch anything that may be residents' personal property.
- Families who drive their children to or from school must not block access to Mayhew Street or Sydney Street, or cause other disruptions to traffic patterns.
- In general, all members of the school community need to be sensitive to how their actions affect the neighbors.

Bus Behavior

Students who take the school bus are expected to act responsibly and respectfully at all times. The school takes a number of measures to facilitate responsible and respectful behavior, including but not limited to:

- A Principal or his/her designee reviews expectations for appropriate bus behavior at all Family Orientations.
- Advisors review expectations for appropriate bus behavior in all Advisory Groups.

- When necessary, the Dean of Students creates and coordinates bus seating plans to which students are required to adhere.
- The Dean of Students or his/her designee meets each bus each morning to ensure appropriate student behaviors with the bus driver.
- The Dean of Students contacts any parent whose child has failed to act responsibly and respectfully on the bus and imposes the appropriate consequences for the misbehavior.

If the Dean of Students determines that the student has behaved inappropriately on the bus, the Dean will work with the student and family and consider escalated loss of bus privileges and/or suspension.

If the student's behavior is so egregious that it warrants an out-of-school suspension, that student risks losing bus privileges for the entire year, even if it is the first offense.

Field Trips/End-of-Year Events

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip or event will be sent home prior to the trip/event and should be signed by a guardian. Students who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident – will not be eligible to participate and will be required to attend school that day. Families will be notified if a student is not eligible to participate in a field trip in advance.

If other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the staff chaperones indicate otherwise. Past or recent inappropriate behavior, or excessive suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise. In addition, incidents that occur on field trips will be dealt with according to Code of Conduct protocol upon the student's return to school.

DISTRICT-WIDE POLICIES

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place. As posted in all our buildings upon entering, Boston Collegiate uses video surveillance within our schools.

CLOSED CAMPUS

Under no circumstances are students to leave the school building or use any exit other than the main one on Mayhew Street or, for the Lower School, Sydney Street, without permission or previous arrangement with staff (such as Senior Perks). A student with permission to leave may only leave under the escort and supervision of an authorized adult who has physically come to the Main Office to sign a student out, unless the school has been given prior written permission authorizing unaccompanied departure. All doors to enter from the outside will be locked at all times, including the buildings' main entrances on Mayhew Street or Sydney Street. Students should be aware that since the school is located in a residential neighborhood, there are private homes and neighbors to whom they should be respectful and courteous at all times. Under no circumstances should students ever have the need to enter any other buildings in the surrounding area.

VISITOR POLICY

BCCS always welcomes and encourages visitors, both from within and outside of our school community, into our school. In order to ensure the safety and well-being of all students and staff, especially in two buildings each with four floors, all visitors – including guardians – are required to report directly to either the Mayhew Street or Sydney Street Main Office, both of which are located on the first floor. From 7:30 AM to 4:30 PM all visitors will be required to have a visitors' pass once they have checked into one of the Main Offices. Any visitor who does not report to the office, or is found in the building without authorization and a visitors' pass, will be asked to leave immediately. BCCS encourages visitors to make arrangements in advance.

Parents/guardians are encouraged to volunteer in our school. Those who wish to volunteer must have on file at the school an approved CORI (Criminal Offender Record Information). Volunteers will report to the office each day and receive a nametag to wear while in the building.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, including Homework Support, tutoring and detention, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Offices.

FIRE SAFETY AND EVACUATION PROCEDURES

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

During the first week of school, and then throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of an emergency, should it be necessary to evacuate our school before, during, or after the school day—and if it appears that we will be unable to return to the school for an extended period of time—students and staff will evacuate

from the school and go to a location designated on the Evacuation Plans posted near the door of each classroom. Drills of these procedures will be conducted and entail staff and students following the procedures outlined in the Evacuation Plan. From the Mayhew Street campus, students and staff will evacuate to the basement of Blessed Mother Theresa of Calcutta Church located on Roseclair Street. From the Sydney Street Campus, students and staff will evacuate down Sydney Street towards Harbor View Street to reconvene/take attendance. If necessary, students and staff from the Lower School can then proceed to the Blessed Mother Theresa Church.

A copy of each Evacuation Plan is available from the Principal upon a family's request.

AHERA

In compliance with 40 CFR part 763, Asbestos Hazard Emergency Response Act, BCCS has employed the services of Hygienetics Environmental Services to perform asbestos inspections and develop a management plan. These documents are available for review in the designated person's office during normal business hours.

TRANSPORTATION AND SAFETY

Sydney Street Campus (Grades 5-6)

Students should not arrive at school earlier than 7:00 AM. Students who arrive before 7:45 AM will be required to report to a designated before-school location. Lower School students who qualify will be provided BPS bus service to the school site at Sydney Street. The larger buses that service our building will park on Sydney Street to drop off and pick up students. NO PARKING is permitted on Sydney Street directly in front of the school during morning arrival and afternoon dismissal. However, families may drop off students in front of the entrance. We ask for families to please cooperate with this policy to guarantee a safe, timely, and orderly environment for all students and families.

For students in the Lower School, BPS provides a late bus for students on selected days of the week (usually Tuesday, Wednesday, and Thursday). The bus usually arrives between 4:30 and 5:00 PM. As with regular dismissal, we must strictly enforce the NO PARKING rule directly in front of the building during this time to guarantee that the bus can pull into a reserved space and not block neighborhood traffic on Sydney Street.

Furthermore, our school building on Sydney Street is on a small, one-way residential street. We want to ensure that students arrive and exit safely in a timely manner in order to prevent traffic problems from developing. Due to our location in the middle of a residential area in Dorchester, we need to be respectful and mindful of our neighbors' needs.

Mayhew Street Campus (Grades 7-12)

Similar to our Sydney Street campus, students should not arrive at school earlier than 7:00 AM. Students who arrive before 7:45 AM will be required to report to a designated before-school location. At dismissal, students should either leave the school building or attend a school-sponsored activity of their choice. Students are never allowed to sit anywhere on the first floor – especially in the lobby – and need to wait in the Main Offices or in another designated afterschool location, under the supervision of a staff member. Only High School students may wait directly in front of the school's main entrance to be picked up, though this privilege may be taken away if students misbehave in any way.

Our school building on Mayhew Street, just like our building on Sydney Street, is on a small, one-way residential street near busy Everett Square. We want to ensure that students arrive and exit safely in a timely manner in order to prevent traffic problems from developing. Due to our location in the middle of a residential area in Dorchester, we need to be respectful and mindful of our neighbors' needs.

We encourage families of students in grades 7-12 to let their children use the JFK/UMass or Andrew Square T Stations on the Red Line, or the MBTA buses that are very convenient to our school building as their primary mode of transportation. With a staff of over 100 teachers and administrators, the Mayhew Street lot is filled to capacity and not

open for traffic. We urge families of Middle and High School students not to use the Mayhew Street parking lot to wait. If the parking lot is ever used – for example, during night events – we remind families that there is no left turn out of the lot. Only right turns are permitted.

Parking and/or idling is not permitted by families who are dropping off students on Mayhew Street. As such, it is the school's preference for families to do drop-offs on the corner of Boston and Mayhew Street. This leaves Mayhew Street open for neighborhood traffic and for students with special transportation needs.

We also encourage families who drive to pick up their children in the afternoon to arrive no earlier than 3:10 PM. Announcements and a staggered dismissal sometimes delay students from leaving the building at exactly 3:00 PM. Arriving ten to fifteen minutes after 3:00 PM lessens the amount of time that cars will need to occupy space around Mayhew Street. We simply do not have the room to accommodate cars that arrive as early as 2:45 PM. We also urge families to park a couple of blocks from Mayhew and walk to the main entrance to save time and frustration sitting in a line of cars.

If you have any questions or ideas, please contact our Main Offices. In addition, all questions, comments, or concerns regarding BPS transportation should be directed to the BPS Transportation Department at 617-635-9520.

MBTA Passes

Through BPS, the school provides an MBTA student bus pass to all eligible Middle and High School students. BPS determines student eligibility, but typically eligible middle school students live over 1.5 miles from the school and eligible HS students live over 2 miles from the school. MBTA student bus passes are valid only during the school year. Each eligible student will receive one bus pass for the entire year. Replacement passes may be issued for a fee of \$5.00.

Charlie Cards

All students who rely on public transportation to get to and/or from school are eligible to get a Charlie Card from the school. The Charlie Card allows students to access public transportation at a discounted, student rate. To obtain a Charlie Card, students must complete a Charlie Card Request Form and deliver it to the Main Office. The school will issue one Charlie Card to the student for the year, which must be returned at the end of the school year. Students are responsible for maintaining the card throughout the year. In addition, students are responsible for loading money onto the card.

Students Who Walk

For students who have elected to walk to and from school, and for students who may be walking from MBTA T or bus stops, a number of streets must be crossed. Families should instruct students to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks.

Students Who Drive

Students who drive to school may not park in the school parking lot at any time on any day.

STUDENT PHONE USE

Students may only use the Main Office phone during the school day for emergencies. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. Any phone other than a Main Office phone is prohibited for student use.

SCHOOL BREAKFAST AND LUNCH

The school participates in the National School Lunch Program, which provides free or reduced price breakfasts and lunches as well as free milk to eligible students. At the beginning of the school year, each family will receive a letter

describing eligibility and an application to participate in the program. **We urge families – regardless of whether they think will qualify – to return the form, as school funding decisions are made by the state depending on the totality of responses. Please also know that applying for Free or Reduced Meals may also entitle you to benefits outside of breakfast and lunch.**

Students may purchase breakfast at the school in the morning before school. The school's breakfast program includes milk, fruit, and a variety of items such as bagels, muffins, or breakfast bars. The cost of breakfast is \$2.00; students can prepay for breakfasts at the beginning of the year as well as during the year. Online payments via Payforit.net are preferred. Students eligible for free and reduced lunch are also eligible for free and reduced breakfast. Breakfast can also be ordered online.

Breakfast is served each day between 7:30 AM and 8:00 AM. Students should get breakfast as they enter the building and proceed promptly to the early room.

For lunch, students may either purchase lunch and milk from the school or bring their own lunches from home. Meals are delivered by our vendor, Revolution Foods, the day prior. These meals are kept at the regulated temperature overnight, and then heated on site several hours before they are served. The regular price for lunch is \$3.75 per meal.

Just before the start of the 2020-2021 school year, your family should receive a Free and Reduced Meals application. You and your family are encouraged to complete this application as soon as possible. You only need to complete one application per family. Once you have filled out your application and returned it to the school, you will receive a letter notifying you of your family's status. Please remember that your child's status can change from year to year as state guidelines change annually, and you must reapply. Along with this notification letter, you will also receive online ordering instructions. Please do not order lunch or breakfast for your child until you have confirmed your child's Free, Reduced, or Full Priced status for the 2018-2019 school year. If your family does not qualify for free lunch and breakfast, you must pre-order your meals. You may use your ordering coupons to pre-order your meals daily, weekly, monthly, or for the year. Online payments are preferred. On the School Payment Portal site, <https://schoolpaymentportal.com/>, you can access your child's account, make payments, view activity, and make any necessary changes as you see fit. If there are any changes to your family's income or household information, you are encouraged to re-apply at any point during the 2019-2020 school year.

At the Lower School, lunch will be served to students on alternating days between their classrooms or in the multipurpose room. Students are not allowed to leave the classroom/multipurpose during lunch without the permission of the supervising teacher. All students are required to be in the classroom/multipurpose room for the last five minutes of the lunch period to assist with the full cleaning of that room in preparation for afternoon classes. Students are permitted to access water at any point during their lunch period.

At the Middle School, lunch will be served to students in their classrooms on Monday and in the Commons Tuesday-Friday. Students are not allowed to leave the classroom/Commons during lunch without the permission of the supervising teacher. All students are required to be in the classroom/Commons for the last five minutes of the lunch period to assist with the full cleaning of that room in preparation for afternoon classes. Students are permitted to access water at any point during their lunch period.

At the High School, lunch will be served to students in their classrooms on Monday and in the Commons Tuesday-Friday. Students are not allowed to leave the classroom/Commons during lunch without the permission of the supervising teacher. All students are required to be in the classroom/Commons for the last five minutes of the lunch period to assist with the full cleaning of that room in preparation for afternoon classes. Students are permitted to access water at any point during their lunch period.

In order to foster responsibility in students, we encourage families – especially in grades 7-12 – not to bring in their child's lunch if he or she has forgotten it. Rather, students who have forgotten their lunch are encouraged to access the school's emergency lunch system. A student is welcome to pick up an emergency lunch at any point and the family will later receive an invoice. Families are not encouraged to bring in purchased lunches from local establishments for their child. Students are also not permitted to receive food deliveries during the school day.

In order to ensure that any student who occasionally comes to school without lunch has a nourishing meal, we provide "emergency" lunches. We record the names of students who access this option and will bill families at the end of every quarter. It should be noted that many students consistently use the emergency lunch system when it is not necessary, leaving families with a large bill to pay for lunches. This is an abuse of the system and it creates a great financial burden for both families and the school. Please help us to get an accurate count in September of how many students will need the school lunch program on a regular basis by pre-ordering and filling out your coupon book. Additionally, please be sure that your family fills out the Free and Reduced Meals Application that will be sent home to you in late Summer. By controlling emergency lunch use we can save money. Always make it a priority to send your child to school with lunch if he or she does not participate in the school lunch program.

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:

- Physical and Immunization Records.** . They must show that the student has: 1) had a physical exam in the twelve months prior to the start of the school year; 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.
- Office/Health Emergency Card.** This form provides important information about a student's emergency contacts, health care providers, insurance, and allows the school nurse to contact a student's physician if needed. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. No student will be allowed to enter school without having this form on file.

Health Services

The school's nurse or an appropriate designee will be at the school to administer medication to students who require it during the school day, and to provide counseling as needed on health-related issues, first aid to injured students, and care to ill students. Selected staff members are certified in Red Cross Standard First Aid and/or CPR. In addition, the school has access to a consultant with the Boston Public Health Commission who serves as an advisor to the school on selected medical matters, as well as a consulting physician.

If a student requires medication while in school, the school must have on file an Authorization for Dispensing Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day or contact the school nurse directly to make other arrangements.

This requirement applies to all prescription medication, including asthma inhalers and EpiPens. Boston Collegiate does have standing orders signed by its consulting physician for certain over-the-counter medications. These medications are listed on the Health/Office Emergency form and a parent/guardian may give permission or decline to give permission for these medications to be given by the school nurse as needed at school. The school nurse may call home to inquire if any previous over-the-counter medication was given prior to school arrival. If a student needs to have an asthma inhaler or an EpiPen with him or her at school, the student must provide the school nurse with the order from his or her physician stating that the student needs to carry the inhaler/EpiPen. The order must also be signed by a guardian, and it is recommended that the student provide the nurse with a second inhaler/EpiPen that will be kept in the nurse's office. The health office does have a standing order for EpiPen and does stock 2 emergency use EpiPens that the school nurse may use on any student, staff, or visitor that has a serious allergic reaction. Any time an EpiPen is administered on campus, an ambulance will be immediately called.

While the school nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances.

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. Injuries requiring more extensive treatment will be taken care of at the closest hospital. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a 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.

STUDENT RECORDS

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of the Massachusetts Student Records Regulations detailing these rights are available in the Main Office. The following is a general overview of the provisions in the regulations.

Access and Amendment

A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records please contact the building Principal.

Confidentiality

Release of student records generally requires consent of the parent or eligible student. However, the regulations provide certain exceptions. For example, staff members employed or under contract to the school have access to records as needed to perform their duties. BCCS also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

In addition, BCCS has a practice of releasing directory information, consisting of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the school's Director of Family and Community Relations. Absent receipt of a written objection, the directory information will be released without further notice or consent.

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student under 18 years of age. Three notable exceptions are:

1. Directory Information – a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.
2. Recruiting Information for the Armed Forces and Post-Secondary Educational Institutions – Upon request from military recruiters and/or representatives of post-secondary educational institutions, BCCS will provide the name, address, and telephone listing for all secondary students.
3. Mail House Information – Upon request of a school district, BCCS will release the names and addresses of students to a third party mail house, unless the parent or eligible student objects to such release.

If an eligible student and/or parent do not want Directory, Recruiting, or Mail House Information released, they must notify the Director of Special Projects at BCCS, 11 Mayhew Street, Dorchester, MA 02125 in writing. Otherwise, said information will be released.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

Access by Non-Custodial Parents

Massachusetts General Laws c. 71, §37H ("Section 37H") governs access to student records by a parent who does not have physical custody of a student. Generally, Section 37H requires a non-custodial parent seeking access to a student record to submit a written request and other documentation to the principal on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the building principal for detailed information regarding the procedures that must be followed under Section 37H.

Parents and eligible students have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing student records

may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

NONDISCRIMINATION

BCCS 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); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA); or any other protected status as required by state or federal law, including homelessness. The McKinney-Vento Homeless Assistance Act ensures homeless children and youth have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youths. It has most recently been reauthorized under the Every Student Succeeds Act of 2015 (ESSA). In addition, no person shall be discriminated against in admission to BCCS on the basis of race, sex, color, creed, gender identity, national origin, ethnicity, sexual orientation, disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, homelessness, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by BCCS on the basis of race, sex, color, gender identity, religion, national origin, homelessness, or sexual orientation as required by M.G.L. c. 76, § 5. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

HARASSMENT

BCCS is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, homelessness, disability, or any other protected status as required by state or federal law. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. BCCS requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition of Harassment

Harassment includes communications such as jokes, comments, innuendo, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, homelessness, disability, or any other protected status as required by state or federal law.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile, or offensive.

Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. The protections afforded under harassment are extended to sexual harassment. In addition, protections extend to locations, events, or circumstances over which the school exercises substantial control over both the respondent and context in which the harassment occurs.

Sexual harassment can be carried out by employees, students, or third parties. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Specifically, under regulations promulgated under Title IX, sexual harassment includes three types of misconduct:

1. Any instance of “quid pro quo” conduct (conditioning an educational benefit or service upon a person’s participation in unwelcome sexual conduct) by an employee;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access;
3. Any instance of sexual assault, dating violence, domestic violence or stalking (all as defined by federal laws.)

HARASSMENT AND RETALIATION PROHIBITED

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by BCCS.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

GRIEVANCE PROCEDURE

Where to File a Complaint

Any student or employee who believes that BCCS has discriminated against or harassed her/him because of her/his race, color, religion, national origin, age, gender, sexual orientation, gender identity , homelessness, disability, or any other protected status under state or federal law in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the High School Principal, Middle School Principal, or Lower School Principal. If the Principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Executive Director. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

Lower, Middle, or High School Principal
Executive Director
BCCS
11 Mayhew Street
Dorchester, MA 02125
617-265-1172

To ensure prompt and equitable procedures, BCCS will follow these steps for filed complaints.

- I. BCCS will provide notice of the school’s grievance procedures, including how to file a complaint, to students, parents, and employees.
- II. BCCS will apply the appropriate grievance procedures to complaints alleging harassment, including sexual harassment, carried out by employees, other students, or

- III. BCCS will ensure an adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence.
- IV. BCCS will designate and follow a prompt time frame for major stages of the complaint process.
- V. BCCS will provide notification to parties of the outcome of the complaint
- VI. BCCS will provide assurance that the school will take steps to prevent recurrence of any harassment and to remedy its discriminatory effects, as appropriate.

MANDATED REPORTING

Massachusetts law requires school teachers, educational administrators, school attendance officers, after school program staff, social workers, psychologists, and guidance or family counselors to immediately make an oral report to DCF when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect.

CONFIDENTIALITY

BCCS will take steps to alleviate any concerns of confidentiality in its response to allegations of Harassment. BCCS will discuss confidentiality standards and concerns with the complainant and other participants. If a complainant, or their parent or guardian, asks that the student's name not be disclosed to the respondent or that nothing be done about the alleged harassment, the school will inform the student that the confidentiality request may limit the school's ability to respond. At the same time, schools should inform any student who asks that their name not be revealed that the school will take steps to prevent retaliation and will take strong responsive actions if retaliation occurs.

BCCS will evaluate confidentiality requests in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors that a school may consider include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other grievances filed against the alleged harasser, and the rights of the accused individual to receive information about the complainant and the allegations if a formal proceeding with sanctions may result. Exceptions as permitted by FERPA, or is required by law, or to carry out the purpose of the Title IX regulations, including to conduct an investigation, hearing, or judicial process. If BCCS determines that it is possible to respond without revealing the identity of the complainant, the school will take all reasonable steps to investigate and respond to the complainant with the student's request as long as doing so does not prevent the school from responding effectively to harassment and the prevention of harassment of other students.

Supportive/Interim Measures

BCCS will offer supportive measures to the complainant, whether or not they file a formal grievance. Consideration will be given to the complainant's wishes in respect to those supportive measures. Supportive measures are defined to include non-disciplinary, non-punitive individualized services offered as appropriate or reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to establish, restore, or preserve equitable access to BCCS' educational programs and activities without unreasonably burdening the other party. Supportive measures may include counseling, extensions of deadlines or other course-related adjustment, modifications of class schedules, escort services, mutual restrictions on contact between the parties, leaves of absence, increased monitoring of certain areas of the school, and other similar measures.

Whether or not a formal grievance was filed, a respondent may be removed from an educational program or activity on an emergency basis. This is provided that BCCS undertakes an individualised safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of

sexual harassment justifies removal. The respondent, in that situation, will be provided notice and an opportunity to challenge the decision immediately following the removal.

Formal Complaints of Sexual Harassment

When responding to an allegation of sexual harassment, the Title IX Coordinator will meet with the complainant to inform them of their rights under Title IX, including the right to file a “Formal Complaint” against the alleged perpetrator/respondent.

A “Formal Complaint” is a document filed by the Complainant alleging sexual harassment against a respondent and requesting that the school initiate the Title IX Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. If a Formal Complaint is dismissed because the alleged events do not fall within the parameters of title IX, the District will promptly notify the parties of its dismissal and the reasons therefore. When the Complainant chooses not to file a Formal Complaint, the Coordinator may elect to do so, particularly when the Coordinator deems the investigation and potential sanctions are necessary to address safety or similar concerns within the school. If electing to override a Complainant’s decision, the Coordinator will document the reasons for doing so in writing.

Investigation and Resolution of the Complaint

Each complaint will be resolved based upon the nature of the allegation and investigation required. Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate.

Generally speaking, the Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by BCCS involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment).

Sexual Harassment Grievance Process

Pursuant to Title IX, BCCS has a separate Grievance Process for resolving Formal Complaints of Sexual Harassment. Once a Formal Complaint is filed, the BCCS will provide the Complainant and Respondent with written notice of the allegations and information about the Grievance Process. This written notice will include details of the specific allegations including (if known) the individuals involved, the alleged conduct, and its date and location. The notice must include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination of responsibility is to be made at the conclusion of the Grievance Process. The parties will be informed of the right to have an advisor of his/her choice (who may be, but is not required to be, an attorney) who may accompany them at any point during the process. Each party will also be informed of his/her right to inspect and review evidence that is gathered. The parties will also be reminded of the school’s prohibition against knowingly

making false statements during this process and of the BCCS's policy prohibiting retaliation against anyone who participates in the Grievance Process.

After the Formal Complaint is filed and the parties have been advised of their rights, the Title IX Coordinator will offer the parties the option of participating in an informal resolution process if appropriate. Before beginning an informal resolution process, the BCCS will obtain written consent from the Complainant and Respondent. A Facilitator assigned by the Coordinator will conduct a mediation. If a resolution is reached, the Facilitator will maintain the result in writing, and no further action need be taken. As the process is entirely voluntary, either party may withdraw from the informal resolution process at any time.

If either party declines informal resolution, or in the event no agreement reached, the Grievance Process will resume. The Coordinate will assign an "Investigator" and a separate "Decision-Maker." In the event of an appeal, a separate "Appeal Officer" must also be appointed. All individuals involved in processing a Formal Complaint must be free of bias and conflict of interest and must receive training regarding this policy and their respective roles.

The Investigator will complete an investigation into the Formal Complaint. Both the Complainant and Respondent will have an equal opportunity to present witnesses and other evidence. Prior to any interviews with a witness, the Investigator will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. At the conclusion of the investigation, the Investigator will create an initial Investigative Report that summarizes the relevant evidence and will send it simultaneously to each party and the party's advisor. The parties will have 10 days to review and respond to the report if they so choose. After considering any response, the Investigator will then finalize the Investigative Report and provide a copy to each party, his/her advisor, and to the Decision Maker.

The Decision-Maker will afford each party the opportunity (1) to submit written, relevant questions that a party wishes to ask of any party or witness, (2) to provide answers, and (3) to submit additional, limited follow-up questions. The Decision-Maker must provide an explanation in the event he/she excludes a question as not relevant.

In addition, or in the alternative, BCCS has the discretion (and is not required) to conduct a live hearing as a part of the Grievance Process. At such a hearing, the Decision-Maker will permit each party's advisor to ask the other party and any witnesses relevant questions. If a party does not have an advisor for the hearing, BCCS will provide one at no cost. Upon the request of the Complainant or Respondent, BCCS will utilize technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

Follow the written or live hearing process, the Decision-Maker will issue simultaneously to both parties a written decision as to whether Respondent engaged in Sexual Harassment, using a preponderance of the evidence standard. The report must include a description of the allegations, the procedural steps followed in the grievance process, a finding of facts, the conclusions reached, and the rationale therefore, and if applicable, any discipline imposed (subject to applicable procedures). If applicable, the Decision-Maker will also include remedies designed to restore or preserve equal access to education and activities at BCCS.

Both the Complainant and Respondent shall have the right to appeal the decision by notifying the Title IX Coordinator in writing within 10 business days of receiving the decision. BCCS will provide written notice of the appeal to the other party. The grounds for appeal are limited to : procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original Facilitator, Investigator, Decision-Maker, or Title IX Coordinator. The Appeal Officer shall issue simultaneously to the parties a written decision and rationale therefore.

BCCS will maintain for seven years a record of the alleged conduct and of any actions taken, including supportive measures provided and the basis for BCCS's conclusion with respect to the alleged conduct.

HAZING

Massachusetts Anti-Hazing Law, M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined.

Section 17. 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. (*Amended by 1987, 665.*)

M.G.L. c. 269, Section 18. Failure to report hazing.

Section 18. 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. (*Amended by 1987, 665.*)

M.G.L. c. 269, Section 19. Copy of secs. 17--19; issuance to students and student groups, teams and organizations; report.

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

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.
(Amended by 1987, 665.)

TITLE IX, SECTION 504, and TITLE II COMPLIANCE

Jenna Ogundipe, the Chief Academic Officer, and Nadia Cyprien, the Director of Student Support, coordinate BCCS's compliance under Title IX, Section 504, and Title II. They can be contacted at:

Jenna Ogundipe, 617-265-1172 x286 or at jogundipe@bostoncollegiate.org

Nadia Cyprien, 617-265-1172, x328 or at ncyprien@bostoncollegiate.org

ESSA, SCHOOL REPORT CARDS, AND HIGHLY QUALIFIED TEACHERS

Every Student Succeeds Act (ESSA) is federal legislation enacted in 2015. As part of that legislation, schools are required to issue to parents an annual report card that presents students performance on standardized exams such as MCAS, including student performance broken down by subgroup. In addition, the report card outlines how much funding students receive. Parents can request in writing to the Principal the educational credentials and licensure of any of their students' teachers. A list of our teachers with their educational credentials and professional backgrounds is published on our website at www.bostoncollegiate.org.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety

- of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Boston Collegiate Charter School will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Boston Collegiate Charter School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Boston Collegiate Charter School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Boston Collegiate Charter School will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact them at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

INTERNET ACCEPTABLE USE POLICY

Acceptable Use

Internet use provides valuable opportunities for research, curriculum support, and career development. BCCS offers Internet access to its students and staff. The school maintains computers to which students have access under adult supervision during designated times after school. The primary purpose of providing access to the Internet is to support the educational mission of BCCS. BCCS expects that students and staff will use this access in a manner consistent with this purpose.

Families are encouraged to contact teachers via email to set up appointments to discuss any student or school issues, or to ask brief questions, but should not use email for extended conversations. All components of the Code of Conduct

and any resulting disciplinary procedures are applicable to e-mail communication from a student to a teacher or any other school staff.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. BCCS makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of BCCS'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. BCCS 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 BCCS's Internet service:

- accessing personal email correspondence or social networking sites
- 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 teacher or principal
- 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 teacher overriding the Internet filtering software.

Personal Electronic Devices

By special permission by the classroom teacher and Principal, a student at BCCS may be allowed to use personal electronic devices (such as a digital reading device or laptop) under the following conditions:

- BCCS will not be held liable for any and all damage and/or theft that may occur. *Families choose to allow their student to bring in the device at their own risk*
- Students comply with all aspects of BCCS's Acceptable Use Policy.

Social Networking Sites

BCCS students who use social networking sites have a responsibility to maintain a safe, courteous learning environment for all in the building. Inappropriate use of social networking sites to bully other students, or to spread false information about students or teachers, even if this takes place outside of school on personal computers or phones, may be cause for disciplinary action, in accordance with M.G.L.c.71 ~ 370.

Safety Issues

Use of the Internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the Massachusetts Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available on the Internet at:

<http://www.aps1.net/DocumentCenter/Home/View/448> <http://www.aps1.net/DocumentCenter/Home/View/447>

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable
- Immediately tell the Operations Team if you receive a message that you believe is inappropriate or makes you feel uncomfortable
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the Operations Team.

Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. BCCS reserves the right to examine all data stored on diskettes involved in the user's use of BCCS's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to BCCS's Internet service is a privilege, not a right. BCCS reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through BCCS's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

APPENDIX A

SHORT TERM AND/OR LONG TERM SUSPENSION PURSUANT TO M.G.L. CH. 71, §37H ¾

Due Process

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:

1. 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.
2. 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 two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The 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 Principal 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 14.

II. Short Term, Out-of-School Suspension. Except in the case of an Emergency Removal (see page 14), 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:
 - a) the disciplinary offense
 - b) the basis for the charge
 - c) the potential consequences, including the potential length of the student's suspension
 - d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing

- e) the date, time, and location of the hearing
- f) 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 14, 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 II 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) 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
- 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:

- a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing
- b) Set out the key facts and conclusions reached
- c) Identify the length and effective date of the suspension, as well as a date of return to school
- d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days)
- e) 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
 - 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.

APPEAL TO THE EXECUTIVE DIRECTOR

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 III 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 III 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.

**LONG TERM SUSPENSION AND/OR EXPULSION BY THE PRINCIPAL PURSUANT TO M.G.L.
CH. 71, §37H AND 37H½**

Any student that is subject to possible expulsion has the right to due process under Massachusetts General Law chapter 71 section 37H and 37H 1/2 as follows:

MGL CHAPTER 71: SECTION 37H:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district, by the Principal.
- (b) Any student who assaults a Principal, Housemaster, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including educational athletic games, may be subject to expulsion from the school or school district by the Principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

MGL CHAPTER 71 SECTION 37H 1/2:

- 1.) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal or Housemaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal or Housemaster if said Principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges

and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of suspension. The superintendent shall hold a hearing with the student and student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal or Housemaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city with regard to the suspension.

- 2.) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal or Housemaster of a school in which the student is enrolled may expel said student if such Principal or Housemaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal or Housemaster, including recommending an alternative educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city with regard to the expulsion. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Due Process

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 Principal 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 Principal 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 Principal 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. Formal Hearing. Any student who is charged with any of the misconduct detailed above has an opportunity for a formal hearing before the Principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above. The student is entitled to this hearing prior to an expulsion or prior to a suspension reaching more than ten (10) days in length, and the following procedures will apply:
 - The student shall receive written notice of the following:
 - Charges and a statement of the evidence
 - Date, time, and place of a hearing
 - Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the student's/parent's own expense)
 - Present evidence
 - Confront and cross-examine witnesses
 - The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request
 - Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings
 - A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law
 - The hearing will be conducted by the Principal
 - Decisions shall be put in writing and sent to the student and parents.

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

The following Due Process Procedures for Expulsion apply to M.G.L. ch. 71, §37H and/or §37H½:

4. First, the Dean of Students or designee will have an informal hearing with the student. At this informal hearing, the student (1) shall be informed of the reason for the hearing, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be informed if a formal hearing will take place to consider additional discipline. If the Dean of Students or designee deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension goes into effect.
5. Following the informal hearing, the Dean of Students or designee shall make reasonable efforts to inform the student's parent/guardian, first orally and then in writing, of the suspension and the scheduling of a formal hearing with the Principal. The written notice shall include the following:
 - Charges and a brief statement of the evidence;
 - Date, time, and place of a hearing;
 - Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the student's/parent's own expense.)
 - Present evidence.
 - Confront and cross-examine witnesses.

- The hearing will be conducted by the Principal.
 - A written decision shall be sent to the student and parents following the hearing.
6. If a student is charged with the misconduct detailed above, the student and the Parent/Guardian will have an opportunity for a formal hearing before the Principal. Following the hearing, the Principal may, in his or her discretion, decide to suspend rather than expel a student who has committed the misconduct detailed above. The written determination will be sent to the student and parent/guardian and will include the following:
- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - Set out the key facts and conclusions reached;
 - Identify the length and effective date of the suspension/expulsion;
 - Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as well as the available options for such educational services;

Inform the student of the right to appeal the decision of the Principal to the Executive Director and the process for such appeal (see below).

Appeals to Expulsions or Long-Term Suspensions under §37H

Any student who has been expelled or suspended long-term from BCCS pursuant to MGL c. 71 §37H shall have the right to appeal to the Executive Director. The expelled or suspended student shall have ten days from the date of the expulsion or long-term suspension in which to notify the Executive Director, in writing, of his or her appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Executive Director. At the appeal hearing, the student shall have the right to present oral and written testimony on his/ her behalf, and shall have the right to counsel. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The Executive Director shall render a decision on the appeal. Such decision shall be the final decision of the school.

Appeals to Expulsions or Suspensions under §37H1/2

The student shall have the right to appeal the expulsion or suspension to the Executive Director. The student shall notify the Executive Director, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion or suspension. The Executive Director shall hold a hearing with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. The Executive Director's decision shall be the final decision of BCCS with regard to the expulsion or suspension.