

# Student and Family Handbook

## 2018-2019



### **Lower School Campus**

215 Sydney Street · Dorchester, MA 02125  
Tel. 617-282-6710 · Fax 617-282-6712 · [www.bostoncollegiate.org](http://www.bostoncollegiate.org)

### **Middle and High School Campus**

11 Mayhew Street · Dorchester, MA 02125  
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*Please note that this 2018-2019 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, 2018

Dear Boston Collegiate Students and Families,

We are excited to welcome you to our twenty-first 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. While there is a lot of information here, we know that it does not capture all that it means to be a member of the Boston Collegiate community. However, it does provide an overview of our vision, our approach, our code of conduct, and the guiding principles from which we operate.

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

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The mission of BCCS is to prepare each student for college. We achieve this goal through a focus on three core beliefs which comprise the “Pillars” of our philosophy: 1) That without great teachers, nothing else matters, 2) That every student should be held to high academic and behavioral expectations; and 3) That creativity flourishes in a structured academic environment. The pillars guide our decision-making on school design, and they are therefore the guiding structure of this handbook.

The mission of Boston Collegiate Charter School (BCCS) is a very focused one: to prepare each student for College. Everything about our program is aligned to this mission, and as a result 100% of BCCS graduates are accepted to four-year colleges and have been since our first class graduated in 2004. Our academic rigor in preparation for college is so strong that *U.S. News & World Report* routinely recognizes BCCS as one of Massachusetts’ best high schools. In the last 15 years, first generation college-goers from BCCS have earned seats at many fine private and public institutions. BCCS maintains a laser-focus on not only college preparation, but also college persistence, with a dedicated Director of Alumni Programming who ensures that BCCS graduates walk across the stage at college graduation. Over 80% of BCCS alums since the Class of 2010 have graduated or are still persisting through college.

College preparation is a complex, nuanced endeavor, and there is a unique element to it beyond academic preparedness in which BCCS stands alone. BCCS is Boston’s only truly racially integrated non-selective high school, with a near-even split between students of color and white students. At BCCS, we deeply believe in the wisdom of Supreme Court Justice Thurgood Marshall that, “Unless our children begin to learn together, there is little hope that our people will ever learn to live together.”<sup>1</sup> The events of our time call for educators to do more when our children are young to ensure that they can live together with peace and empathy when they are older. Thus, ensuring that BCCS graduates are able to communicate across lines of difference is a key element of what “college preparation” means at BCCS.

The BCCS Board of Trustees finalized a strategic plan for 2015-2020. In the school’s current phase, we aspire to remain true to who we are – a diverse, college-preparatory 5<sup>th</sup>-12<sup>th</sup> grade public charter school. We are intensifying efforts to make the most of who we are and what we do through robust work in college preparation, a laser-like focus on equity, a deep exploration of our diversity, a commitment to a vibrant culture of teaching, and a vision for collaboration that impacts our own students and those outside our walls.

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<sup>1</sup>Justice Thurgood Marshall, *Milliken v. Bradley* (1974).

## WHO WE ARE

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*“Without great teachers, nothing else matters”*

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.

## CORE VALUES

Just as the students of BCCS are held to high standards of professionalism, so too are the BCCS staff. Below are the core values that BCCS staff are held to operating by, which undergird our culture and how we approach our students.

### 1) **Passionate Commitment to Our Mission**

- We hold high expectations for each and every student who walks through the doors of BCCS; we believe that every child is capable of succeeding in college and that it is our job to open the doors for them.
- We approach our work with passion and joy because we love our students and what we do.
- We embrace innovation and new solutions, knowing that BCCS has a great legacy, but that we can only live up to what our students deserve in a changing world if we have the courage to problem-solve and innovate.

### 2) **A Culture of Deeply Knowing**

- We know that each student and staff member is more than just a single story. We embrace diversity and different learning styles and commit to knowing our students, our staff, and our families fully.
- We ask questions and listen so that we can really understand others’ perspectives. When opportunities arise to deepen our or our students’ understanding of others, we take them.

### 3) **Team Ownership, Personal Responsibility**

- When something goes wrong, we look inside ourselves and our own work first, taking personal responsibility for resolving the problem.
- We operate with a collaborative spirit, and we offer support freely to our teammates.
- We are completely committed to doing whatever it takes to get through challenges.

### 4) **Authentic Communication**

- We strive to be open, honest, direct, and courageous in all of our communications with team members, staff, students, and families.
- We assume the best intentions of others, and if we find ourselves questioning another person’s actions or intentions, we seek clarification directly.
- We value diverse perspectives, striving to inform our work with new ideas and views where we can.

### 5) **Reflective Practice**

- We operate with humility, self-awareness, and a critical eye, knowing that there is always more that we can do to be excellent.
- We hold ourselves to a high bar for integrity in all of the decisions that we make that affect our school.

### 6) **Deliberate Urgency**

- The success of BCCS lies in sustaining excellence over time. We have learned that this work requires balance. Therefore, we strive to be urgent but deliberate.

## 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 e-mail and understand that we will try to return calls within 24-48 hours in the event that a message is left. Families will also have an opportunity to meet with staff during the three scheduled family conference days. 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.

BCCS – Middle and High Schools  
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Dorchester, MA 02125  
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## 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 2018-19 Board of Trustees are:

|                           |   |
|---------------------------|---|
| Stephanie Stamatos, Chair | Head of Human Capital, Thomas H. Lee Partners   |
| Nicole Chang, Vice Chair  | Business Manager, Education Development Center  |
| Robert Harris, Clerk      | Director of Legal Practice and Talent Management, Hinckley Allen                              |
| Haven Ladd, Treasurer     | Partner, Parthenon – EY   |
| Bridget Adam              | 6th Grade Math Teacher, Boston Collegiate Charter School                                      |
| Jose Brandao              | Vice President, Business Technology Risk, State Street Corporation                            |
| Sandra Brown              | Vice President, Intellectual Property/Legal Affairs, Akili Interactive Labs, Inc.             |
| Phillip J. Carver         | Director of Community Relations, University of Massachusetts, Boston                          |
| Nickie Norris             | General Partner, New Heritage Capital   |
| Ali Nuger                 | Manager, The Bridgespan Group   |
| Caroline Page             | Investment Professional, HighVista Strategies   |
| Rod Skinner               | Director of College Counseling, Milton Academy  |
| Prescott Taylor           | Director of Finance, Cambridge Biomarketing Group   |
| Scott Utzinger            | Partner, Crawford Fund Management, LLC  |
| Natalie Velasquez         | Assistant Vice President, Enterprise Data Governance and Management, State Street Corporation |
| Karen Walker Beecher      | Chief Operating Officer, The Bowdoin Group  |

# CODE OF CONDUCT

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*“High academic and behavioral expectations”*

## **OUR GUIDING PRINCIPLES OF CONDUCT: MAPP**

The guiding principles of BCCS conduct are best captured in the acronym MAPP. BCCS students are asked to be Mindful, Achieving, Professional, and Persevering, because this is what it will take to get to, and thrive in, college. These four principles convey our daily commitment to building a safe, orderly, respectful, and courteous environment in which teaching and learning can thrive.

## **INCENTIVE SYSTEM**

As we work to provide a productive learning environment, it is equally important for us to acknowledge and reward behavior that supports a positive community.

### *Lower and Middle School Rewards*

In grades 5-8, we accomplish this primarily through the Lower and Middle School MAPP Merit System and Rubric Rewards. Merits in the Lower and Middle School acknowledge individual acts that promote a positive community or support academic achievement. Students can earn merits from a staff member for actively being mindful, achieving, professional or persevering. Such actions include but are not limited to:

- volunteering to help a student or teacher
- volunteering service to the school
- taking initiative
- showing courtesy
- performing an act of kindness
- showing outstanding effort or improvement
- doing what is expected when others are not

Students accumulate merits over time and are able to spend merits at the Merit Store and in Merit Auctions for a variety of prizes and privileges.

In addition, during every period of the school day, students in grades 5-8 receive a rubric score from 0 to 4 that assesses their performance as a group and that incorporates the values of MAPP. The rubric encourages students to work together in their efforts to improve academic achievement. The rubric score is based on the following observable criteria:

- having necessary materials for class
- Do Now completion
- work ethic in class
- degree of respect and cooperation in class
- degree of participation and alertness
- quality of questions and comments

Teachers record rubric scores at the end of every class, and advisors tally scores at the end of every week. Classes in grades 5-8 receive rewards for consistently high rubric scores.

## High School Rewards and Perks

Our high school reward system reflects our belief that older students are developmentally poised for greater privileges associated with their efforts.

### Grades 9-10

- The 9th grade and 10<sup>th</sup> grade issue student of the month awards. Awards will be based on academics, community involvement and the willingness to go above and beyond.

### Grades 11-12

- Students in grades 11 and 12 can receive GPA or Community Perks. See the description below:

| 11 <sup>th</sup> and 12 <sup>th</sup> Grade Perks  |   |
|--|---|
| <b>GPA Perks</b><br>(list posted in advisories)<br><u>Criteria:</u> applicable to all juniors and seniors who have a 3.0 GPA for the current marking period.   | <ul style="list-style-type: none"><li>• Awarded at progress reports/report cards</li><li>• Ability to leave campus during lunch</li><li>• Ability to leave campus during study halls</li><li>• Access to lockers in between classes</li></ul> |
| <b>School Community Perks</b><br>(list posted in advisories)<br><u>Criteria:</u> applicable to all juniors and seniors who are involved with at least ONE school activity—including sports, clubs, Big Sibs, yearbook, etc. as indicated by attendance to or responsibility in the activity. | <ul style="list-style-type: none"><li>• Awarded at progress reports/report cards</li><li>• Ability to have a beverage other than water all day (coffee, Gatorade, flavored water)</li></ul>   |
| <b>Senior Perks</b><br>Criteria: applicable to ALL seniors.  | <ul style="list-style-type: none"><li>• Microwave access</li><li>• Senior sweatshirts</li><li>• Access to back stairwells</li><li>• Access to a mini-fridge (as available)</li></ul>  |

\*Egregious behavior that results in suspension may lead to privilege revocation.

### 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.

## SCHOOL-RELATED DISCIPLINARY OFFENSES

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence or intervention. This is the basis of our student code of conduct.

Below is a description of school-related disciplinary offenses for which a student may be subject to detention, in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of the Code of Conduct occurring:

- while the student is on school grounds or school-related transportation
- during a school-sponsored activity.

The list of offenses that follows is not meant to be comprehensive; there may be other circumstances that warrant disciplinary measures as well. And along with the list of consequences that result from such offenses, students may also earn a loss of privileges, which include but are not limited to:

- sitting in their seat during breaks
- losing Advisory privileges
- eating lunch in the office and/or in lunch detention
- being monitored by an adult during hallway transition times
- missing school events, trips, or activities (including dances and assemblies)
- losing bus privileges
- losing afterschool privileges
- losing sports team participation privileges
- losing the privilege of socializing with other students
- reflecting on their behavior orally and/or in writing
- apologizing to their peers in advisory group or at a school assembly
- performing extra service for the school.

### *Earning Demerits and Detentions*

If a student commits any of the following infractions, the student may receive a demerit, may receive detention, may lose some or all school privileges including bus privileges, or may be sent out of class.

Infractions that result in an immediate **detention**\* (at minimum) include, but are not limited to:

- disrespecting a fellow student
- disrespecting faculty, staff, or another member of school community
- disrespecting school property
- disruptive behavior that affects classroom learning (and may lead to being sent out of class)
- inappropriate physical contact with a student or staff member
- improper behavior in class, school, on school-related transportation, or during a school-sponsored activity
- arriving to school out of uniform without permission
- failing to appear at Homework Support, detention, or mandatory tutoring
- failing to produce a signed grade report the day after distribution
- Being in a school space without permission or adult supervision
- other behaviors deemed inappropriate by school staff.

Infractions that result in a **demerit** include, but are not limited to:

- minor uniform infraction

- arriving late to school or class
- minor classroom disruption
- not following directions
- being unprepared for class
- chewing gum
- no signature on a required document
- other infractions as determined by school staff.

In grades 5-8, if a student commits three of the above demerit-infractions in one week, a student will receive an afterschool detention. In grades 9-12, if a student commits three of the above demerit- infractions in one month, a student will receive a morning or a lunch detention.

### *Detention Procedures*

Students may be required to serve one or more hours of afterschool, morning, or lunch detention if they fail to meet school expectations. Depending on the severity of the infraction, either three demerits or one egregious action may lead to detention. Students will be notified of their detention after receiving their third demerit, or after committing a single, detention-worthy offense.

Lower School and Middle School: Students who receive their third demerit in a week or who commit a detention-level infraction will receive a one-hour detention for that afternoon. Only under extenuating circumstances exceptions will be made. Students who receive a second detention in a single day will receive a second hour of detention for that afternoon, unless they are also in Tutoring. In this case, they will serve the second hour the next day.

High School: Students who receive their third demerit in a month or who commit a detention-level infraction will receive a one-hour morning detention or a lunch detention. Detentions will be served before the start of school or during lunch. For morning detention, students are required to report to the Dean of Students office to be given their morning detention job on the day assigned by the Dean of Students. Upon completion of the job, students must check out with the Dean of Students. For lunch detention, students are required to report to the designated lunch detention room. If a student earns two detentions in the course of the day, he or she may serve a combination of morning and lunch detentions. If a student arrives late to detention or cannot attend, they will be required to make up the time on Saturday, on half-days, after school, or in the summer.

Respectful relationships between students and staff is a necessary component of a productive school experience. BCCS staff work hard to cultivate trusting relationships with students, and expect students to behave respectfully in return. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, questioning a staff person's action or authority, or talking back to a staff member. Such disrespect will not be tolerated, and demerits, detentions, and other consequences will be issued appropriately.

If a student is required to leave a classroom due to his or her behavior, the student must meet with the teacher to resolve the problem prior to the student returning to the classroom. This is in addition to receiving an automatic detention for being sent out of class. A meeting between the student, his or her guardian, and the student's Advisor, classroom teacher, Dean of Students, or Principal may be required in order to address the student's behavior and plan for improvement.

Our rules and regulations are based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of repeat offenses. In determining the severity of the penalty, the Principal or Dean of Students may consider all relevant factors, including but not limited to the following:

- The student’s previous disciplinary record
- The severity of disruption to the educational process
- The degree of danger to self, others, and the school in general
- The degree to which the student is willing to change his or her inappropriate behavior.

The Principal or Dean of Students may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth below.

## **PROCEDURES FOR DISCIPLINARY ACTION**

*Pursuant to M.G.L. ch. 71, §37H, §37H¾, and §37H½*

### *Suspension*

If a student commits one of the infractions listed below, the student may receive a suspension. In every case of student misconduct for which suspension may be imposed, the Principal is required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. Under the Fourteenth Amendment to the Constitution, students are guaranteed due process and fair treatment at school. Therefore, prior to a school administrator taking disciplinary action against a student, the school administrator shall provide the student with appropriate due process as detailed in **Appendix A** on page 51.

Infractions include:

- disrespect of a fellow student
- disrespect of faculty, staff, or school transportation provider
- disrespect of school property
- using or possessing drug paraphernalia including but not limited to: pipes, needles, and cigarette papers, and vaping products
- using or possessing over-the-counter medication inappropriately
- using or possessing tobacco products and/or vaping products
- damaging, destroying, or stealing personal or school property or attempting to do so
- committing sexual, racial, or any other form of harassment or intimidation
- bullying
- truancy, including intentionally missing Homework Support or detention
- excessive demerits and/or repeated afterschool detentions
- using abusive, vulgar, or profane language or treatment
- making verbal or physical threats towards students
- fighting, pushing, shoving, or unwanted physical contact
- setting off false alarms or calling in groundless threats
- gambling
- departing, without permission, from class, floor, building, or school-sponsored activity
- use of a cell phone, pager, or other electronic communication device during an assessment
- unauthorized use of the building elevator
- placing a personal lock on a school-issued locker
- replacing a school-issued lock
- forgery of any sort, including parental signatures
- cheating or plagiarism, or copying of anyone else’s work (including the use of language translation sites and term paper sites on the Internet)

- repeated and fundamental disregard of school policies and procedures.

In addition, our rules and regulations are based on a system of escalating consequences. This means that penalties may increase after repeat offenses. These may be enforced in addition to a suspension, whether in or out of school.

Escalating consequences are school-specific and may or may not include:

- community service to the school before or after regular school hours
- an individualized behavior plan
- in-school reflection
- lunch detention
- loss of advisory privileges
- loss of hallway privileges
- writing and delivering an apology to the school community
- a contract between the student and school.

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

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. BCCS policy is that after five suspensions, either in or out of school, the student may be out-of-school suspended for each subsequent offense. 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 are expected to meet with a school administrator prior to the student's return to class.

For more information on student and parent/guardian rights pertaining to due process, please refer to **Appendix A** on page 51.

### *Emergency Removal*

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, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal..

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** (see page 51), 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.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student’s safety and transportation.

### *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. 51).

#### *Expulsion under M.G.L. ch. 71, §37H*

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

#### *Expulsion under M.G.L. ch. 71, §37H½*

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.

#### *Due Process Procedures for Expulsion Under M.G.L. ch. 71, §37H and §37H½*

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** (see page 51).

#### *Services during Removals*

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, Saturday school, 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.

### **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.

### **DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS**

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.

## **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(jj) and 603 CMR 1.10. If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. 603 CMR 1.10(4). A parent/guardian may file a complaint with DOE 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).

## 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 may impose any of the following consequences:

- First offense: Automatic detention, possible suspension, and loss of bus privileges for one week
- Second offense: Automatic detention, possible suspension, and loss of bus privileges for one month
- Third offense: Automatic detention, possible suspension, and loss of bus privileges for the remainder of the school year.

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 demerits and/or suspensions, may result in detention, suspension, or 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.

### *Forgery*

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including but not limited to weekly and quarterly progress reports and report cards, to be brought home by students, signed by a guardian, and returned by students the next school day. Any student who forges a parent or guardian's signature, or forges parental or guardian approval on any official or unofficial school communication, may face detention or suspension.

### *Cheating, Plagiarism, and Copying Others' Work*

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but, in the case of plagiarism, illegal. There should never be a time when students should feel the need to look at someone else's exam, use a resource such as the Web inappropriately (i.e., term paper sites, translation sites), or copy someone else's homework, project, or paper. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding plagiarism will be reviewed with students. Further, any sort of communication (verbal or aided by technology), regardless of content, during an assessment will be considered cheating. The school will determine appropriate consequences, but cheating, plagiarism, and copying others' work may result in a suspension. Students will be required to complete the plagiarized assignment to meet the teacher's criteria, but will not receive credit. Incidents of severe plagiarism will be recorded on a student's permanent record. Students who provide work that is copied or plagiarized are also subject to disciplinary consequences.

### *Use of Cell Phones and Other Forms of Technology*

For academic success all necessary technology is provided by BCCS. The school's goal is to minimize distractions created by mobile and electronic devices. Cell phones and other mobile and smart devices (for example smart watches) should not be seen (phones), heard, or viewed during school hours. If a technological device in any way distracts or disrupts a class or the academic environment of BCCS, it will be taken away and held for a guardian to pick up and the student may earn a detention. BCCS will not assume responsibility for inappropriate items that students choose to bring to school.

### *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. Students in the High School are provided school locks for their lockers and must use these locks; replacing a school lock may result in an out-of-school suspension.

## STUDENT EXPECTATIONS AND CLASSROOM PROCEDURES

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*“Creativity flourishes in a structured academic environment”*

### ATTENDANCE POLICY

Students can only be successful if they are present and prepared in school every day. Since repeated absences mean missing class, and missing class affects academic achievement, excessive absences 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 will not be tolerated.

If a student is absent with or without excuse for more than 6.5% of the student’s school year, that student will need to repeat his or her current grade. For a 188-day school year, 6.5% means that a student can be absent twelve (12) days without retention as a consequence. Upon the thirteenth absence, a student will be retained for the year. If a student exceeds the limit for the year, he or she may still be promoted at the discretion of the Principal, upon the condition of Saturday, in-service, and/or Summer Academy attendance, if the family can provide medical or other official documentation that accounts for the absences.

#### *Student Absence Notification Program*

At the commencement of each school year, guardians will be sent a notice instructing them to call 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 guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the 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. 244 (Middle and High School) and 617-282-6710 ext. 200 (Lower School). Or email to [kmisci@bostoncollegiate.org](mailto:kmisci@bostoncollegiate.org) (Middle School), [jmontesano@bostoncollegiate.org](mailto:jmontesano@bostoncollegiate.org) (High School) or [lvalentine@bostoncollegiate.org](mailto:lvalentine@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. 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 Department of Transitional Assistance requests and requirements.

### *Assessment Makeup*

If a student is absent with 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*

After three (3) unexcused absences (non-consecutive) a quarter, BCCS will mail a letter home stating which days the student has missed. After the fourth (4<sup>th</sup>) unexcused absence, a meeting will be requested. After the eighth (8<sup>th</sup>) unexcused absence within the quarter, the school's Dean of Students will file a CRA (Child Requiring Assistance) petition with the courts.

### *Withdrawal Policy*

BCCS calls families on the first day of an absence and every day thereafter. If a student is absent for eight (8) consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, the following steps will occur:

1. The school will continue to attempt to reach the family through all phone numbers on file.
2. On the ninth 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 five days from the date of the letter, and will propose dates and times for the family to meet with school representatives to discuss the student's attendance.
3. If unexcused absences continue, on the 5th day of unexcused absence, a second letter will be mailed warning that the student is at risk of losing his or her enrollment at BCCS.
4. BCCS will continue to try to reach parents through all means provided to the school if contact has not occurred.
5. 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 10<sup>th</sup> day of absence.
6. Families who are actively working with BCCS to resolve the student's attendance issue may have a prolonged timeline for withdrawal at the discretion of the student's principal.

### *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. Students may proceed to class with a late pass but will receive reduced credit (up to 50%) for work that is missed.

Excessive lateness will not be tolerated. Students who are late will be issued a demerit upon arrival for five incidences over the course of the year or for three per quarter, whichever occurs first. After the fifth incidence of lateness over the course of the year (or on the third within the quarter), students will automatically receive a detention (instead of a demerit) each subsequent time they are late. In addition, the Principal or Dean of Students will schedule a mandatory family meeting to discuss and try to resolve the problem.

### *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.

The school will record students who are dismissed from school for more than two full class periods as absent. The school will record students who are dismissed from school for up to two full class periods as present but dismissed early.

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.

### **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 student is able to return to school.

### **HOMEWORK**

Each student is expected to complete all of his or her assigned homework on time every day. Homework in all grades is normally collected during Advisory by 8:00 AM each day or at the start of each class period.

Students in grades 5-6 who complete homework to poor quality will have an opportunity to revise it with teacher assistance during Homework Support, which takes place Tuesday-Friday during the school day. We want students to at least try the homework, and if they are confused or get stuck, they will get help.

Additionally, teachers in grades 5-8 will log when students do not complete homework on a nightly basis and each week an automated phone call will go home which will inform families if one or more assignments are missing. Calls will be made on Tuesday when a student has not completed Math and/or Science homework over the course of a week; a call will be made on Thursday when a student has not completed ELA and/or History homework over the course of the week.

If a student is absent with excuse, the student will need to complete the homework no later than one day after his or her return (unless the teacher has given approval for an extension). If the student is absent without excuse, the homework assignment will be considered missing and will not be able to be made up.

### 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.

### 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 bought through College Hype in person at 540 Gallivan Boulevard (rear), Dorchester, MA 02124; by phone at 617-282-8883; or through their web site at [www.customhype.com/BCCS](http://www.customhype.com/BCCS). **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. The Athletic Director will review all athletic purchases. The Chief Academic Officer will review all club-sponsored purchases.

When students enter the school building, they must be in the proper uniform. They cannot change into the school uniform upon arrival or tuck their shirts in only after getting to class. Students also may not change out of their uniform before dismissal without permission from the Dean of Students. Doing so may result in detention. Students who attend school events at night – on school grounds or otherwise – are expected to be properly dressed, either in the school uniform or as young professionals.

Once students enter the school building, the wearing of hats or head-wraps is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated. Students are allowed to wear headbands; bandanas as headbands are not permitted.

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

Students whose uniforms 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 will receive a demerit. Students who do not wear their PE uniform on the designated day may receive an alternative uniform to wear and may receive a detention. Repeated disregard of the dress policy will involve the Dean of Students and the family.

| LOWER AND MIDDLE SCHOOL DAILY DRESS UNIFORM   |
|---|
| Daily dress includes: <ul style="list-style-type: none"><li>● Navy blue short or long-sleeved polo shirt with BCCS logo and/or;</li></ul> |

- Navy blue crew or v-neck sweater, sweatshirt, or fleece with BCCS logo with;
- Khaki-colored dress pants, straight leg or regular fit only or;
- Khaki-colored skirt, knee-length or;
- *Khaki-colored shorts, skorts, or capris may be worn with belts and sneakers in August, September, May and June with;*
- Brown or black belt (required) with;
- Brown, black, or grey shoes, loafer or lace-up style.

**DAILY DRESS DETAILS**

- 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 worn under a short-sleeved logo-polo shirt; patterned shirts, other colors and hooded shirts/sweatshirts are not permitted under the uniform shirt.
- Pants, skirts, skorts and capris may not be made of denim.
- Short and long-sleeved shirts must be tucked in at all times; accompanying apparel may not be tied around the waist.
- Low-rise, cargo, or overly tight fitting pants are not permitted.
- Excessively short skirts and shorts are not permitted.
- Boots worn over pant legs and open-toed shoes are not permitted.

**LOWER AND MIDDLE SCHOOL PHYSICAL EDUCATION UNIFORM**

Physical Education dress includes:

- Navy blue t-shirts with BCCS logo and/or;
- Navy blue, long-sleeved sweatshirts with BCCS logo with;
- Navy blue sweatpants with BCCS logo or;
- *Navy blue athletic shorts with BCCS logo (with optional solid single-colored white, black, grey, or navy compression pants) may be worn in August, September, May and June with;*
- White, black, grey, or blue sneakers.

**PHYSICAL EDUCATION DRESS DETAILS**

- 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**

Daily dress includes:

- Navy blue, light blue, or white short or long-sleeved polo shirt with BCCS logo and/or;
- Solid blue or white Oxford-style dress shirt, short or long-sleeved with BCCS logo and/or;
- 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 with;
- Khaki-colored dress pants, straight leg or regular fit only or;
- Khaki-colored skirt, knee-length or;
- *Khaki-colored shorts, skorts, or capris may be worn with belts and sneakers in August, September and following April break with;*
- Brown or black belt (required) with;
- Brown, black, or grey shoes, loafer or lace-up style or sneakers.

**DAILY DRESS DETAILS**

- 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 worn under a short-sleeved logo-polo shirt; patterned shirts, other colors and hooded shirts/sweatshirts are not permitted under the uniform shirt.

- Pants, skirts, skorts and capris may not be made of denim.
- Short and long-sleeved shirts must be tucked in at all times; accompanying apparel may not be tied around the waist.
- Low-rise, cargo, or overly tight fitting pants are not permitted.
- Excessively short skirts and shorts are not permitted.
- Boots worn over pant legs and open-toed shoes are not permitted.

### HIGH SCHOOL PHYSICAL EDUCATION UNIFORM

Physical Education dress includes:

- White, grey, or navy blue t-shirts with BCCS logo and/or;
- Approved athletic or club-sponsored shirt or sweatshirt and/or;
- Navy blue, long-sleeved sweatshirts with BCCS logo with;
- Navy blue sweatpants with BCCS logo or;
- *Navy blue athletic shorts with BCCS logo (with optional solid single-colored white, black, grey, or navy compression pants) may be worn in August, September and following April break with;*
- Sneakers.

### PHYSICAL EDUCATION DRESS DETAILS

- 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.

## 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) for students who completed all of the homework from the previous night, do not have to serve detention, and do not have required tutoring. The second dismissal is at 4:00 PM (3:00 PM on Mondays) for students who must serve Homework Support, detention, or required tutoring. The third dismissal is at 5:00 PM (4:00 PM on Mondays) for students who must serve two hours of Homework Support, detention, and/or required tutoring. (Please note, staggered dismissals, announcements, or other factors could add five to ten minutes to these times.)

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 | Lunch            | 11:41-12:11 | 6                 | 10:25-10:50 |
| Community       | 11:38-12:20 | Advisory         | 12:11-12:26 | 7                 | 10:55-11:20 |
| 6               | 12:25-1:07  | FOCUS            | 12:30-1:06  | Advisory          | 11:20-11:30 |
| 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.

While first dismissal will take place at 3:00 PM, students whose performance demonstrates a need for extra help in any of the core academic subjects of English, Math, History, Science, or French/Spanish, may be required to stay past 3:00 PM. Therefore, please note that students’ academic performance may determine the length of their school day. For some, this may be dismissal at 3:00 PM. For others, this may be as late as 5:00 PM. The most important thing is that

students are prepared to succeed in their classes, and that they receive the supplemental support they need to reach that goal.

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 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.

Given the school's emphasis on responsibility, each advisory will be responsible for cleaning their classroom after lunch and at the end of the day, according to a posted cleaning schedule. Each advisory will have responsibility for cleaning some part of the school's public space as well. While the school also employs a custodian, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially to ensure shared, common spaces are kept neat and clean.

### **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](http://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. 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:

| <i>Anticipated Start of Season</i> | <i>Applicable Report Cards</i>   |
|------------------------------------|--|
| Fall Sports: August 27, 2018       | <ul style="list-style-type: none"> <li>● RC#1: November 6, 2018</li> </ul>   |
| Winter Sports: November 26, 2018   | <ul style="list-style-type: none"> <li>● RC#1: <i>November 6, 2018 determines eligibility</i></li> <li>● RC#2: January 23, 2019</li> </ul>   |
| Spring Sports: March 18, 2019      | <ul style="list-style-type: none"> <li>● RC#2, <i>January 23, 2019 determines eligibility</i></li> <li>● RC#3: April 9, 2019</li> <li>● <b>**Senior eligibility determined by senior RC#3: March 25, 2019</b></li> </ul> |

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, will 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.

*Eligibility for Other School Districts*

Student athletes may be eligible to play a sport for another school district if that specific sport is not offered by Boston Collegiate. The process for participation is outlined by the Massachusetts Interscholastic Athletic Association (MIAA). The Principal of the MIAA school for which a BCCS student wishes to play for must initiate the process and seek a waiver from the MIAA. That Principal will then need to draft a letter of agreement that both the MIAA Principal and the BCCS High School Principal sign. Eligibility must take into account the ability to attend a full school day at BCCS (8am-2pm on Mondays and 8am-3pm Tuesdays through Fridays).

**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.

### *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.

## CLASSROOM BEHAVIOR AND EXPECTATIONS

Prior to entering a classroom, students in grades 5-8 are expected to line up in an orderly single line along the wall outside their rooms to wait until all preceding students have left the room and their teacher has invited them in to sit down.

Upon entrance into the classroom, students in all grades should take their seats quietly and without interference and take out the books and supplies they will need for the class. Students should place all book bags neatly on the floor when not in use, as these items are not allowed to remain on the student's lap or back during class.

Students are expected to be in their seats when the bell rings, not just in their classroom. Students should remain in their seats at all times unless given permission to move by the teacher (including throwing trash away, getting a tissue, and sharpening a pencil). Every student is expected to participate actively in class work through participating in the discussion or activity, taking notes, and following the lesson. At all times, students are expected to have with them an outside reading book, which they can take out if they have completed the work assigned by the teacher. Students failing to follow these expectations, including being late to class or not in their seats when the bell rings, may receive a demerit or detention as a result.

With the exception of a small, plastic bottle of water, students in grades 7-12 are not allowed to have any food or drink in class. Students in grades 5 and 6 are allowed to eat a healthy snack during the specified snack time. We encourage all students to practice healthy eating habits during snack (grades 5 and 6) and lunch; unhealthy food and drink, such as soda, is not permitted.

No student is ever allowed to have his or her head on his or her desk at any point during class. Students should never lean back in their chairs or put their feet up on school furniture.

Once students are settled into class, four items will always be on the board:

1. **Do Now.** In each class, the teacher will place on the board a brief “Do Now” problem or activity that students should begin completing as soon as they take their seats.
2. **Aim/Objective.** After completing the “Do Now” activity, students should be prepared to write down the day's Aim/Objective—the specific, student-centered measurable goal of the class.
3. **Agenda.** After completing the “Do Now” activity, students should also be prepared to write down the day's Agenda—the list of components or tasks of the class period.
4. **Homework.** After copying the lesson objectives, students should be sure to write down the next day's homework. Students should expect between 30-90 minutes (Lower School), 90 minutes (Middle School) and 120 minutes (High School) of homework per night, including weekends.

## 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, and May, 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. Through this process, we believe we provide standardized testing support that is second to none, and we are proud of our students' results.

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 a reading test called 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.

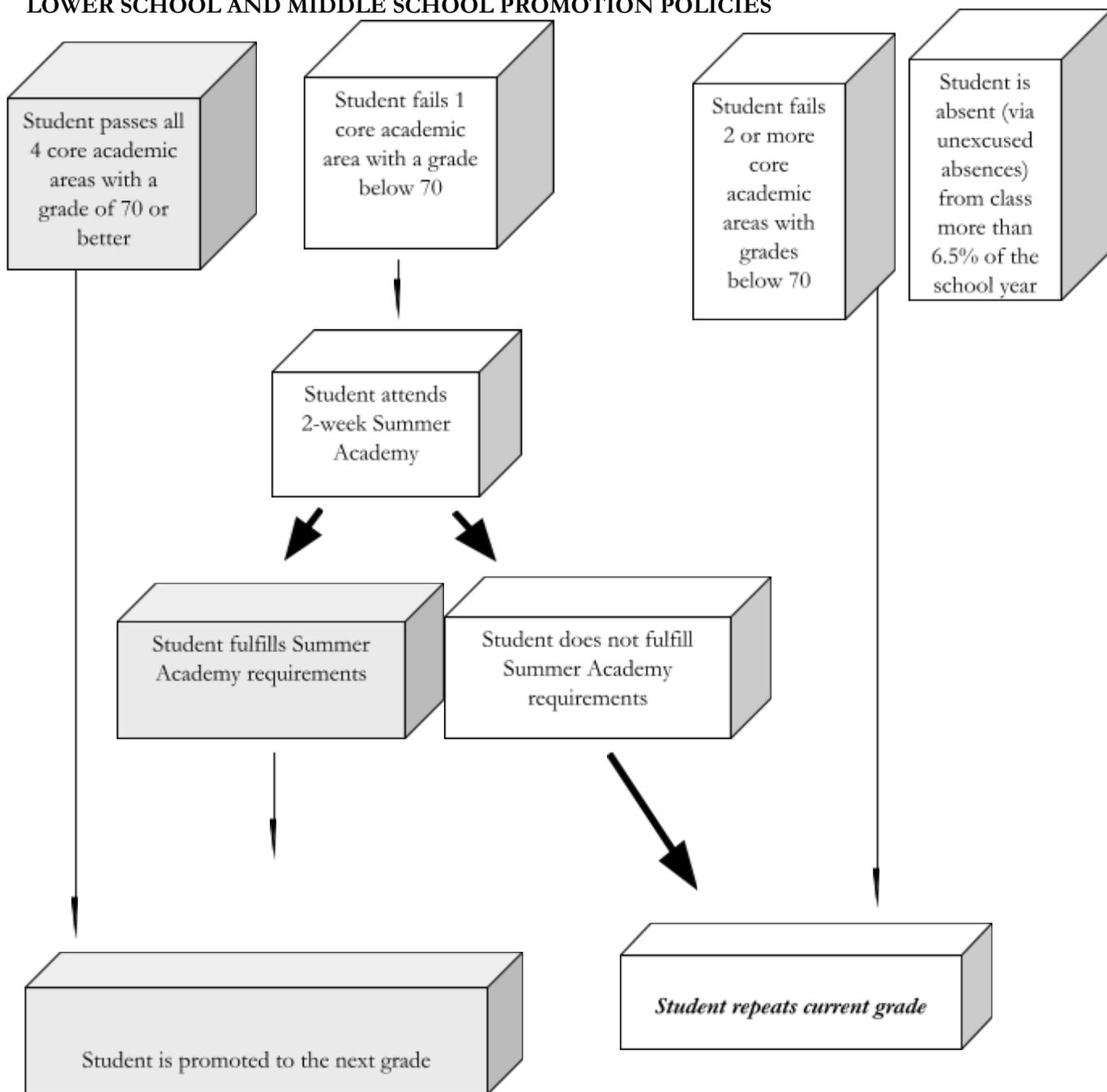
- Grades 7 and 8 → 10%
- Grades 9 and 10 → 10%
- Grades 11 and 12 → 13%\*

\* Seniors who have maintained an 83% or higher in a specific class will not be required to take the final exam for that content area. Grades will be assessed at the Q4 Progress Report. Students who have earned at least an 83% will be required to attend all remaining classes but will be exempt from the final exam.

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 the afternoon or evening of November 8, 2018, January 24, 2019, and April 11, 2019 to attend family conferences. Conferences will be held from 12:30-2:30 PM and 4:30-7:00 PM.

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:

|                          | <b>Minimum Core Course Credits Earned</b> | <b>Additional information</b>  |
|--------------------------|---|--|
| <b>10th grade status</b> | 5*  | Students must receive credit for all 5 core classes to move out of the 9th grade.<br><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> |
| <b>11th grade status</b> | 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.  |
| <b>12th grade status</b> | 14  |  |

### *Grades 5-12*

Students who do not meet the attendance policy, 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 the 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.

## **BUILDING SAFETY AND SECURITY**

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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 building's 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 Hygienics 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.

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. 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.

We ask for families to please cooperate with this policy to guarantee a safe, timely, and orderly environment for all students and families.

Furthermore, our school building on Sydney Street 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 the 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. In the mornings, families can drop off their child directly in front of the building entrance on Mayhew Street, though 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 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 WEBSITE

Families should regularly check the school's website at [www.bostoncollegiate.org](http://www.bostoncollegiate.org) for recent news, updates, and upcoming events. If you have any suggestions for the website, please contact Bethany Guen, the school's Director of Development and Communications, at [bguen@bostoncollegiate.org](mailto:bguen@bostoncollegiate.org). In addition, we also urge families to regularly check with their children (and their book bags) to see if any notices have recently been distributed to bring home (including the bi-weekly newsletters).

## 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 table 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.**

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](http://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. No breakfast will be served after 8:00 AM. Students eligible for free and reduced breakfast who arrive later than 7:45 AM due to BPS transportation will have a bagged breakfast waiting for them in the Main Office for pick-up on their way to Advisory.

For lunch, students may either purchase lunch and milk from the school or bring their own lunches from home. The school does not have its own cafeteria or kitchen, so we have meals delivered by Revolution Foods each day. The regular price for lunch is \$3.75 per meal.

Just before the start of the 2018-2019 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.

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.

At the Middle School, lunch will be served to students daily in their classrooms. Students are not allowed to leave the classroom during lunch without the permission of the supervising teacher. All students are required to be in the classroom for the last five minutes of the lunch period to assist with the full cleaning of that room in preparation for afternoon classes.

At the High School, lunch will be served to students daily in their classrooms. Students are not allowed to leave the classroom during lunch without the permission of the supervising teacher. All students are required to be in the classroom for the last five minutes of the lunch period to assist with the full cleaning of that room in preparation for afternoon classes. Upon the completion of the facilities expansion at Mayhew, students will be served lunch daily in the cafeteria.

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. Parents are not encouraged to bring in purchased lunches from local establishments for their child.

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 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:

- Massachusetts School Health Record.** This form contains records showing that the student has: 1) had a physical exam in the six 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.
- Physician Information Release Form.** This form must be filled out and signed by a parent or guardian so that the school may contact a student’s physician in case of an emergency.
- Office/Health Emergency Card.** This form provides important information about a student’s emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. 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 to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, asthma inhalers and EpiPens. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the student needs the medication, he or she must bring the medication and a note from a guardian: 1) giving the school nurse permission to administer the Tylenol or aspirin, and 2) informing the nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the student must come to the school to administer the Tylenol or aspirin directly. 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 the student must provide the nurse with a second inhaler/EpiPen that will be kept in the nurse's office.

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 so notify the Director of Family and Community Relations at BCCS, 215 Sydney 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, innuendoes, 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. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

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

### *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

### *Complaints of Harassment by Peers*

In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the complaint manager (hereinafter referred to as "Building Complaint Manager"), the Dean of Students.

### *Complaints of discrimination based upon disability*

A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available from the following individuals:

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

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

### *Contents of Complaints and Timelines for Filing*

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

### *Investigation and Resolution of the Complaint*

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

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).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the timelines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.

Confidentiality of grievant/respondents and witnesses will be maintained, to the extent consistent with BCCS’s obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

### *Appeals*

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Chairperson, Board of Trustees  
BCCS  
11 Mayhew Street  
Dorchester, MA 02125  
617-265-1172

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695 as follows:

1. within 180 calendar days of alleged discrimination or harassment, or

2. within 60 calendar days of receiving notice of BCCS's final disposition on a complaint filed through BCCS, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with BCCS.

## 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](mailto:jogundipe@bostoncollegiate.org)  
Nadia Cyprien, 617-265-1172, x328 or at [ncyprien@bostoncollegiate.org](mailto:ncyprien@bostoncollegiate.org)

Copies of BCCS's Grievance Procedures and complaint forms can be found at the main offices.

#### **NCLB, SCHOOL REPORT CARDS, AND HIGHLY QUALIFIED TEACHERS**

*No Child Left Behind* (NCLB) is federal legislation enacted with the goal of all students reaching academic proficiency by 2014 and all students being taught by a Highly Qualified teacher by 2006. As part of that goal, schools are required to issue to parents an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams such as MCAS, and specifies the percentage of Highly Qualified teachers as defined by NCLB. 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](http://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 e-mail to set up appointments to discuss any student or school issues, or to ask brief questions, but should not use e-mail 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 e-mail 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 Director of Technology 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 Director of Technology.

### *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 37H<sup>1/2</sup>**

*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.