



Student and Family Handbook 2025-2026

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Welcome to Uncommon Schools: Roxbury Prep!

Uncommon Schools (or “Uncommon”) starts and operates outstanding urban public schools that close the opportunity gap and prepare students from low-income communities to graduate from college. Our goal is to lead the best and highest performing K-12 schools in the nation.

Mission Statement

Roxbury Preparatory Charter School, a public school, prepares its students to enter, succeed in, and graduate from college. Roxbury Prep is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life’s possibilities; and 3) a community network supports student academic, social, and physical well-being.

Educational Excellence

Roxbury Prep believes our students’ potential is limitless and we are proud of all our alumni have accomplished and become. We support our students to meet high standards of academic achievement through culturally responsive practices that ensure a joyful and rigorous academic learning environment. We meet our students where they are at and help them develop intellectually and emotionally, and through their own hard work and dedication. Our college acceptance and graduation rates are among the top in the country.

Family Partnership

Roxbury Prep is a community of students, families/guardians, teachers, staff, and school leaders. We believe in the importance of working together to make a positive impact on the academic and social-emotional growth of every child. Although the job of making decisions about school policy belongs to the Board of Trustees and the School Leader, family involvement is absolutely critical to the success of our students and the school. We appreciate our families' active involvement in the education of their child.

Roxbury Prep families/guardians are asked to:

- Provide a quiet space for your child to study.
- Partner with your child's teacher in support of student growth, achievement and character development.
- Support other Roxbury Prep families.

Welcoming, Safe, and Supportive Environment

Roxbury Prep values and embraces its inclusive and diverse school communities and strives to provide a welcoming, safe, equitable, and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation, and gender identity. If a student or family would like to explore a particular accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's families or guardian should contact a School Leader to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

Core Values

Roxbury Prep strives to build a culture where students thrive and develop into the best versions of themselves. This is a collective responsibility of all staff, in partnership with families. The ethos of our community is one of mutual care and respect. We believe engagement is fostered when students are seen, valued, and heard by all of the faculty and staff,

Core Values are at the heart of Roxbury Prep's community and represent lifelong values necessary for students to be the change makers of the future. These Core Values are embedded in all aspects of the school community and vary by grade span.

Academics & Learning

Roxbury Prep is committed to nurturing the social-emotional growth and development of students while maintaining a rigorous and joyful academic program that prepares them to graduate from college. To achieve this goal, Roxbury Prep is committed to the following:

- **Culturally Responsive Teaching Practices:** Roxbury Prep believes in honoring the cultural backgrounds of each student. We do so by building trust and rapport with our students in a variety of ways that strengthen learning partnerships between students and staff. These partnerships are essential to establishing joyful and rigorous learning environments where students can thrive and be the best versions of themselves.
- **Comprehensive, Rigorous Curriculum:** Uncommon Schools and Roxbury Prep curricula are aligned to the Massachusetts Learning Standards other standardized tests. We also know that learning doesn't end when the final bell rings: after hours, our students are debating on the national stage, contributing to literary journals, performing in musical theater, winning state athletic championships, and so much more. Through rigorous coursework and activities designed to help students find their passions both within and outside the classroom, Roxbury Prep students graduate ready to thrive in college and beyond. In all of these ways, we are getting your child ready to succeed in a college-preparatory environment.
- **High Expectations:** We believe in our students' limitless potential. We believe the best way to help our students achieve that potential is through establishing clear and consistent high expectations for academics and engagement and supporting them to deliver on those expectations.
 - **Grading:** Clear, fair, and rigorous grading standards help ensure that students are demonstrating the learning and progress needed to be successful on each step of the road to college. In Middle and High School, students are graded on a scale of 70-100. The minimum passing grade is a "C." In order for a student to pass a course, they must earn a cumulative average of at least 70 for the year.

Report Cards

Report cards are distributed four times during the academic year, at the end of each academic quarter. Report cards are important opportunities for our students, families, and teachers to develop a shared understanding of the student's academic performance and progress. Parents are invited to campus at least 3x/year to review report cards and meet with teachers and school leaders about their child's

progress.

- **Honor Roll:** In Middle School and High School, students may achieve Honor Roll status each quarter by earning at least all B's on their report cards or High Honors by getting straight A's. This distinction is also recorded on their permanent report card.

Promotion and Retention Policies

Roxbury Prep is committed to making sure that our students are prepared both socially and academically for success in the immediate future and beyond; therefore, Roxbury Prep does not practice social promotion. Students who do not meet academic standards for their given grade will be retained. Students who exceed 10% absence from school days at any point during the school year, the equivalent of 18 days of absence from school if attending the full year at Roxbury Prep, are considered **chronically absent**, and may be retained. See **Student Attendance & Tardiness Policy** on page 8.

Middle School	<ul style="list-style-type: none">● Middle School Promotion: Middle school students will be promoted based on their academic performance in core courses (English, Math, History, Science).● Middle School Failure of a Course Policy: Any student who fails two core courses (English, Math, History, Science) will be retained. Any student who fails one core course may be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken.
High School	<ul style="list-style-type: none">● High School Promotion: High school students will be promoted based on their academic performance in core courses.● High School Failure of a Course Policy: Any student who fails one or two core courses must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will be retained. Any student who fails three or more core courses will be retained. When a student is retained and repeats the

	<p>grade, it is required that all courses, even those passed from the failed year, be retaken.</p> <ul style="list-style-type: none"> High School Summer School: Summer School is held for six full weeks over the summer as an opportunity for credit recovery for students who fail a course. Summer School credit recovery grades will replace the original course grades on the transcript. Summer School may begin as early as one week after the normal school year ends. To pass Summer School and earn credit recovery, students are required to: <ul style="list-style-type: none"> Be present for at least 90% of all Summer School class time Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments. Earn a grade of 70% or higher for the summer. Summer School Credit Recovery Scale: <ul style="list-style-type: none"> HP (High Pass) = replacement grade on transcript of 75 =C P (Pass) = Replacement grade on transcript of 70 = C- F (Fail) = No replacement grade, student must repeat the course or repeat the grade
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Homework

Why homework? Homework is important because it teaches students to work independently, develop self-discipline, and learn time management skills. It is also an opportunity to reinforce important skills and content learned during the instructional day. It also encourages students to take initiative and responsibility for completing a task. Homework is also an effective way for families to have an active role in their child's education and helps them to evaluate their child's progress and curriculum over time.

- Supporting Homework Success: In order to support, families/guardians can:**
 - Provide a time and quiet place for study.

- Help the student develop responsibility for completing the assignments.
- Talk to their child about what they learned at school and encourage their child to develop a positive attitude about learning.
- In Elementary school, read to or with their child every night for at least 20 minutes
- Check your younger child's assignment pad to make sure they did all of their assignments or discuss assignment completion with older students ■ Review assignments for neatness and accuracy
- Contact your child's teacher if you feel that your child is having a homework problem
- Help your child get started by asking questions:
 - Do you understand what you are supposed to do? Do you need help in understanding how to do your work?
 - Have you done any problems like the ones you're supposed to do now?
 - Do you have everything you need to complete the assignment?
 - Do your answers make sense to you?

Student Accommodation Policy

We know that we can best serve our students' educational success and socio-emotional well-being by providing them with in-person instruction. In rare circumstances, Students may apply for an accommodation for bedside. The only circumstances under which enrollment in remote learning will be granted are:

- If a student is deemed at increased risk of severe illness by a medical professional in accordance with state criteria and submits approved documentation to the school detailing the risk.
- There is a state or local requirement that the student is allowed to participate in remote learning (for example, certain cities/states may require exceptions for temporarily displaced students).
- **Requesting Accommodation for Full Remote Instruction** If a student qualifies for an accommodation according to the policy above and the family would like to apply for full remote learning, they should contact their school leader to learn more about the process for applying.

Student Attendance & Tardiness Policy

Students are required to be present at school on time and engaged in learning every scheduled school day. However, we know that students may have to be absent due to illness, quarantine, or other issues. If a student is absent from in-person learning for the day, we ask that a family member/guardian contact their teacher or the

school's operations team through the School's email to notify us of your child's absence. Families should provide a doctor's note or other documentation for absences whenever possible in order for the absence to be excused.

The School will track students' daily attendance and will follow up with families if students are repeatedly absent or tardy without notifying the school, in order to ensure students and families have the support they need for students to engage in and maximize student learning.

To clarify, when a student exceeds more than a 10% absence rate at any point during the school year or reaches 18 absences—which is 10% of the minimum 180 school days required by the Department of Elementary and Secondary Education (DESE)—they are considered **chronically absent**. At Roxbury Prep, this is considered an **excessive level of absence** and **may jeopardize a student's promotion to the next grade level**. The campus Operations Team **will contact families prior to reaching the chronically absent level** to inquire about the excessive number of absence and offer support to families. In some cases, the school is also required by state and local laws to file a report with the Department of Children and Families.

Logistics, Facilities, & Schedule

School-day Hours

Due to building regulations, campus hours vary by school. Please confirm with your school's main office for more information.

Friday Dismissal

On Fridays, all students are dismissed at 12:30pm in order to make time for teacher professional development meetings. Please ensure you have made appropriate transportation arrangements for your child on Fridays. Please inform the main office if your dismissal/transportation plans for your child will differ on Fridays.

Transportation

BPS provides transportation to **students residing in Boston**, in grades 5-6 who live outside a 1.5 mile radius of the school, and free MBTA passes for all other eligible students in grades 7-12.

Snow Closings

In the event of poor weather conditions, please listen to local television or radio

stations for information about school cancellation. Roxbury Prep follows the same weather related cancellation decisions as Boston Public Schools—if BPS is closed, Roxbury Prep is closed. In the event that Roxbury Prep buildings are closed due to weather, the school will communicate with families.

Student Meals

We believe student meals are an essential part of their ability to stay healthy and engaged in their learning and are pleased to offer that all Roxbury Prep students have the option to eat a free school breakfast and lunch. The school participates in the Community Eligibility option, which provides free breakfast and lunch to all students. Students are provided with breakfast. Students may bring lunch from home or receive lunch at school. Lunch orders must be submitted each month. If a student does not like a particular meal, they may bring in their own.

Families/guardians are required to notify the School Nurse of any food allergies and provide documentation from a doctor for the student's health file.

Families/guardians should also notify the school of any other food restrictions due to religion or custom.

Please note that Roxbury Prep has a no-gum policy. Students are **not permitted to bring in or chew gum** at any time while they are on the school premises.

Arrival & Breakfast: The purpose of morning procedures is to establish strong engagement and high student achievement at the onset of the day. It is also an opportunity to greet students with a smile and meal so they can maintain a positive mindset during the school day. Your student's school will share the exact arrival and breakfast schedule prior to the start of the school year.

Lunch: At Roxbury Prep, lunch is served each academic day. Lunch is a moment where students are free to talk and interact with their peers but must remain seated and follow all other school protocols and teacher instructions.

Dismissal: The purpose of dismissal is to ensure the safety of our students as they go home for the day. Our goal is to ensure that students are supervised by staff so they can return home safely and urgently.

- Students are encouraged to stay after school if they are registered for and involved in a structured, supervised, and sanctioned after-school activity.
- Students who are not involved in a structured, supervised activity must leave

the building at their campus dismissal time.

- If students are picked up from school, families (or their designees) are expected: to do so on a timely basis; to be very familiar with the days on which students have scheduled activities (or detentions) and to communicate in advance about transportation plans or delays.
- Within 15 minutes of dismissal, all students who are not involved in a structured, supervised activity must be picked up by a parent/guardian.
- Students must be at least 10 years of age to walk home without an adult present; younger students may not.

Student Belongings

Students are **not permitted to bring toys, electronics, or other personal items** to school unless they are instructed to do so by their teacher, because they can be a distraction or can be easily lost. Roxbury Prep is **not responsible for any lost, stolen or damaged personal items** brought onto school premises.

Enrichment Programs

- **After School Enrichment:** Roxbury Prep conducts several after-school activities.
 - Students are encouraged to participate in enrichment activities. ○ Students may be removed from enrichment activities temporarily due to behavioral concerns or academic performance.
 - Students **may be required to submit an up-to-date physical** or other forms in order **to participate** in certain enrichment activities, including **sports**.
- **Events & Celebrations**
 - Birthday Celebrations are welcome and must be scheduled in advance with your school's main office.

Fire Alarm

Any time the fire alarm goes off (including regularly scheduled fire drills), students must obey the following procedures, for their safety and the safety of others:

- Listen for the fire alarm.
- Line up immediately and be silent.
- Follow their teacher silently to the designated exit and line up outside.
- Once outside they must remain silent and listen to instructions from their

teacher and other school leaders.

Health Policies

The health and safety of our students and staff are a top priority of Roxbury Prep. Specific policies that apply to all Roxbury Prep students are captured below. These policies, like all other policies in this handbook, are subject to change. Your child's school will contact you in writing if any policies are added or changed.

Illness and Return Policy

In general, students should not be sent to school if they are feeling too sick to participate in school. Students should stay home from school if they experience any of these symptoms:

- Fever of 100 degrees or higher
- Vomiting and/or Diarrhea
- Symptoms of communicable illness such as rash/sores, sore throat, COVID-19, conjunctivitis
- Any other symptoms or illnesses that prevent the student from participating in learning.

Students can return to school when they are fever free (without fever reducing medication), have not vomited for 24 hours, and when symptoms have resolved or become mild enough to enable the student to participate fully in the day's learning.

Administration of Care and Medication Policy

Roxbury Prep is committed to caring for its students and provides the health services required by law.

- The school will contact family members/guardians or a designated relative or family friend if a student becomes ill or suffers an injury. If the School determines that a student is unable to take part in learning, the student's family member/guardian will be notified to pick up the student. Students with serious injuries are taken to the hospital for emergency medical care and the family member(s) or guardian(s) are notified immediately. **Be sure to list all emergency telephone numbers on your child's enrollment information.**
- If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's family member/guardian must submit a Medication Administration Form and must give the medication in the original

container to the nurse. A family member/guardian of any student who is required to carry an asthma inhaler on his/her person must provide a Medication Administration form specifying that the student needs to carry the inhaler with their and a second inhaler that is kept in the nurse's office.

- Please be advised: **Nurses are not allowed to give out any medication (prescription or over the counter) without a doctor's written order & pharmacy label.** This includes all medicines, including aspirin or Tylenol, given for any reason. This consent—which you will receive from your child's doctor—will state the name of the medication, dosage, and frequency of dosage.
- Students are not permitted to carry or self-administer over-the-counter OR prescription medication without family or guardian permission and doctor's written order.

Immunization Policy

The school abides by all Massachusetts State immunization requirements. Each new student **must have a certificate of immunization at the time of registration or no later than the first day of school.** Family members/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Family members/guardians seeking to waive the immunization requirement should submit their request to the school nurse. The nurse will review the request and will advise the DOO, who will make the final decision on whether to grant the waiver request.

Additional Policies

Uniform

At Roxbury Prep, we believe uniforms help build community pride and support equity amongst all students. School uniforms must be worn at all times. Uniforms are:

- Uniform shirt from the designated school vendor. **Shirts must be tucked in.**
- Uniform pants, skirts, or jumpers (these may be purchased from any vendor but must match the school's uniform color)
- All-black sneakers or Black or Brown shoes, **with black soles.**
- Socks of any color
- Black or brown belts are required in for students in middle and high school when wearing pants

Withdrawal Policy

A student who misses five (5) or more consecutive days of school without notifying the school or who enrolls in another school is subject to being unenrolled. In addition, parents/guardians must withdraw students in writing.

Social Media Policy

Social Media is a powerful and effective tool for keeping people connected and the School respects the rights of families/guardians to engage in free and open communication of their personal information through personal online activities. When posting classroom photos, please be respectful of the fact that other families/guardians may not want their child's photograph posted to your Social Media site(s). Do not post photos of your child's classmates without their permission. Please note that school staff are not permitted to “friend” or “follow” students or request “friend” or “follow” requests from currently enrolled students on their personal social media accounts, with the exception of the professional networking site LinkedIn.

Tobacco and E-Cigarette Policy

The school prohibits the use of any tobacco or cigarette products (including electronic cigarettes, vapes, electronic nicotine delivery systems, etc.) within the school buildings, the school facilities, on the school grounds, or on school buses by any individual, including school personnel, as well as during any school-sponsored events or activities, including those held off campus such as field trips. This policy applies regardless of location whenever the individual is participating in or representing the school.

Bus Behavior Policy

It should be clear to all students and their families that a public school bus is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Code of Conduct is expected at all times on BPS school buses and disciplinary consequences apply. No adult besides a school staff member may board the bus for any reason without the explicit permission of the bus driver. Violation of this policy may result in suspension from transportation and/or other consequences.

Visitor Policy

Roxbury Prep welcomes family members and other community members to our

schools. We encourage open lines of communication between the school and families, and these guidelines have been established to help ensure student safety and to minimize disruption of instruction during visits.

Parent/Guardian Visits:

Parents/guardians or members of the community who wish to visit the school are required to arrange each visit in advance (>24 hours).

- Meeting with a teacher: Meetings should be scheduled directly with the teacher 24 hours in advance. Teachers are expected not to take class time to discuss individual matters with visitors.
- Classroom visits (for birthdays, etc.): contact the main office or school leader directly to schedule a time and date.
- Meeting with the Principal: Meetings should be scheduled directly with the Principal 24 hours in advance through the school's main office.
- All non-school staff visitors will be asked to sign-in and wear a name badge while visiting a school campus.

No visitors will be granted building access during arrival or dismissal times unless they have a scheduled appointment. Scheduling advanced visits to discuss important matters helps our staff make student safety their primary concern during arrival and dismissal.

Visitors/Bus - Motor Vehicle Idling

The school restricts operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds.

Family Communication

Our families are partners with Uncommon Schools staff in creating a warm and respectful environment for everyone in our team and family. We work hard to ensure that the School's values permeate all interactions with families and students whether communication occurs in person, in writing, by telephone, or by text message. By virtue of being a parent/guardian, you are opting into receiving communication from platforms (such as ParentSquare, School Messenger, etc.). School staff and families are both responsible for ensuring that all communication is positive and mutually respectful. To that end, this policy prohibits disruptive, volatile, hostile, violent, or threatening communication and/or actions by Uncommon staff, students, families, visitors, or other

members of the public. The policy further requires that Uncommon staff treat students, families, and other members of the public with civility, courtesy and respect, and that scholars, families and other members of the public members in turn treat Uncommon staff and each other with civility, courtesy and respect.

We require families and Students to share concerns with school staff, and vice versa, in a manner consistent with mutual respect and courtesy. As members of a shared school community, we all commit to maintaining an appropriate volume, tone, and substance. Accordingly, disrespect (e.g., name-calling or frequent interruptions), profanity (e.g., cursing), and threatening language are unacceptable, and strictly prohibited. If a conversation does not meet our shared commitment of mutual respect, either party has the right to end the conversation and schedule additional time at a later date.

Our priority is to maintain a safe and respectful environment for students and adults alike via a calm, productive, positive learning environment. In the event that there is a violation of these communication expectations, the school may issue consequences such as issuing a written warning, requiring written requests prior to scheduling subsequent meetings, or barring an individual from the school site.

Student Records

The School administration is in charge of student records. They will discuss, explain, and/or make available to the student or their families/guardians any records on file. The Family Educational Rights and Privacy Act (FERPA) and MA 603 CMR 23 affords families/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

- If any parent/guardian would like to examine their child's record, the parent or guardian should submit a request in writing to the school's Office Manager. Within five days, the parent will be allowed to inspect the file and may request a copy of some or all of the information contained in the records. There are two different types of student records, which will be treated differently:
 - Directory Information – is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be available to others for specific use without the consent of a parent/guardian. For example, teachers may distribute class lists. If a parent/guardian

would not like such information released he/she should submit a request in writing to the Office Manager.

- Confidential Records – include grades, transcripts, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the district have access to records as needed to perform their duties. The school 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. 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.
- Pursuant to regulations, directory information for students and families will not be released to unauthorized or undisclosed individuals without prior notification and written consent from families. MGL c. 71, §34H governs access to student records by a parent who does not have physical custody of a student. Generally, Section 34H requires a non-custodial parent seeking access 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 Director of Operations for detailed information regarding the procedures that must be followed under Section 34H.
- Students 18 years of age or older: If an enrolled student turns 18 years old and remains his or her own guardian, the parent(s) may continue to exercise their rights to student records and confidential information about the student, unless the student expressly limits the extent to which his/her parent(s), except the right to inspect student records, by making such a request to the school in writing. If an 18 year old student who is his or her own legal guardian, wishes to limit a parent(s) rights to confidential student information, he or she must write to the School Principal. A copy of the request will be retained in the student record. Pursuant to M.G.L. c. 71, section 34E, regardless of the student's request, the parent of a student may continue to inspect the student record regardless of the student's age. However, any other limitations requested by the student who is his or her own legal guardian with regard to confidential student information will be respected and enforced by the district.

- The right to request the amendment of the student's education records that the family/guardian or eligible student believes are inaccurate or misleading. Family members/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School Leader or appropriate official, clearly identify the part of the record they want to be changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the family/guardian or eligible student, the School will notify the family/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the family/guardian or eligible student when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the family/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a family member/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Public Display of Affection Policy

Roxbury Prep is a professional environment and as such all students must conduct themselves appropriately. Therefore, students must show respect for themselves and others by restraining from inappropriate public displays of affection. These actions include, but are not limited to kissing, hand holding, extended hugging, and sitting on another student's lap.

Code of Conduct

Introduction

At Roxbury Prep, our goal is to provide a safe, rigorous, joyful, and culturally responsive learning environment where all students can thrive. Our student discipline policy is restorative, providing opportunities for students to pause and reflect, recognize the impact their behaviors have on the community, and commit to repairing any harm through positive future actions. Student disruptions may lead to disciplinary action, such as in-school and out-of-school suspensions. These decisions are made with the utmost consideration for the social and emotional wellbeing of all students. This is the basis of our student Code of Conduct.

The Code of Conduct will be equitably applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other legally protected distinguishing characteristics. The School reserves the right to amend, supplement, or rescind provisions of this Code of Conduct at any time as it deems appropriate, in its sole and absolute discretion, consistent with applicable law and regulations.

Disciplinary Procedures

The School believes in the importance of setting forth clear behavioral expectations to ensure a safe, equitable, respectful, and supportive environment for every student. These expectations are outlined in the Code of Conduct and it is the collective responsibility of students, staff, and families to uphold these

expectations. The School has put in place systems to reinforce positive behavior and academic success. When student behaviors negatively impact the school environment, behavior interventions and supports will be used to remediate problem behaviors, enabling students to learn from their mistakes and be accountable for their misconduct.

The following disciplinary procedures apply to behaviors that occur on school grounds, at school-sponsored events, or traveling to or from school, including on school buses. Additionally, students may be disciplined for behavior that occurs off of school grounds, such as on social media, if it jeopardizes the safety or well-being of other students, teachers or school property or when such behavior can reasonably be expected to impact the educational process and/or create a risk of substantial disruption within the School environment.

● **Consequences**

There are a series of consequences that the School uses to ensure that the School environment is safe, equitable, respectful, and supportive. In administering consequences, school personnel will take into account such factors as (i) the type and severity of the conduct; (ii) the harm or potential harm of the conduct (including the disruption of educational processes, physical harm or emotional harm to others, damage to property, etc.); (iii) the student's prior disciplinary and academic record; (iv) the student's age; (v) deterrence; (vi) the student's honesty and cooperation when confronted with the violation; and (vii) the future protection of persons and property.

The School reserves the right, in its sole discretion, to amend or discontinue any of the policies, procedures, practices or general descriptions set forth in this policy, including to take immediate action when required, and to create alternatives to disciplinary protocols when in the best interests of our students, staff members and/or the School.

The following is a non-exhaustive list of possible consequences that may be issued to a student who is determined to have broken the School's Code of Conduct:

- 1) Oral or non-verbal warning
- 2) Written warning
- 3) Loss of school privileges

- 4) Written notification to family/guardian
- 5) Conference with families/guardian(s)
- 6) Confiscation of property
- 7) After-school detention
- 8) Suspension, exclusion and/or removal from a particular class or School Function
- 9) Suspension or revocation of School privileges related to the violation (e.g., revocation of computer use privileges);
- 10) Suspension from transportation
- 11) Suspension from social, athletic, after-school, field trip, extracurricular, or other School Functions
- 12) In-school suspension
- 13) Short-term suspension (ten days or less) from school
- 14) Long-term suspension (more than ten days) from school*
- 15) Expulsion from school*

* Certain violations, such as bringing a firearm to School, may legally require suspension for a certain time and require reporting to law enforcement agencies.

Students may be subject to disciplinary actions, up to and including suspension and/or expulsion from school, for:

- Open defiance of the Code of Conduct that threatens safety
- Skipping class or truancy
- Skipping detention or tutorial
- Excessive disrespect of staff, teachers, peers, or other adults that significantly disrupt the classroom or school community
- Attempted or actual theft, loss, or destruction of personal or School property
- Mistreatment or Inappropriate Use of Technology
- Inappropriately using a cell phone in school
- Presence on school property or at a school function without permission of a staff member.
- Blocking Access to any Part of the School Building:
- Trespassing.
- Possession of Inappropriate or Prohibited Property/Material.
- Academic integrity violations
- Profane Language or Gestures.
- Physical contact, fighting or physical assault of another student
- Physical harm or assault of a teacher, staff member, or other adult at school
- Harassment or violent threats, including cyber bullying of any kind and/or

- creating images or videos of another student in a manner intended to harass or exacerbate an incident of harassment
- Gang recruitment and/or expression of gang membership through symbols, jewelry, insignia, etc.
- Possession of a weapon
- Arrest for criminal activity
- Possessing, using, or dispensing controlled dangerous substances without legal authority, alcohol, tobacco or nicotine products, or illegal substances (Any illegal substances will also be reported to the police, as required by law.)
- Engaging in sexual activity or inappropriate touching
- Harassment, Discrimination, Bullying, and Hazing.
- Gambling
- Open Flame/Arson.
- Setting Off a False Alarm or Making a Threat
- Other actions deemed suspendable offenses by a School Leader
- **Alternative Remedies**

Whenever an incident of student misconduct occurs that does not involve a violation of M.G.L. c. 71, 37H or 37H ½, when deciding the consequences for the student, the principal, superintendent, or person acting as a decision-maker, shall consider ways to re-engage the student in the learning process. The principal shall not issue a short-term or long-term suspension or expulsion until alternative remedies in direct response to a specific incident or incidents have been employed and their use and results are documented, unless:

- specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
- when the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative remedies that may include, but shall not be limited to:

- mediation
- conflict resolution
- restorative justice; and
- collaborative problem solving

Documentation of alternative remedies must describe the alternative remedies, the results of these efforts, and for instances when suspension is used, the reasons that alternative remedies would be unsuitable or counter-productive, or specific concern about serious bodily injury or other serious harm being inflicted upon another person while the student is in school.

Implementation of a school-wide or district-wide model to re-engage students in the learning process, may include but are not limited to (a) positive behavioral interventions and supports models, and (b) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

Notwithstanding the foregoing, **the school may remove a student on an emergency basis without employing alternative remedies** (see page 29) in accordance with the guidelines and procedures regarding emergency removals.

• **Long-Term Suspensions and Expulsions For Serious Offenses**

In order to maintain a safe learning environment, there will be zero tolerance for weapons at the School. Students who violate this Code of Conduct may be immediately removed from school and disciplined as appropriate. This includes but is not limited to any of the following offenses:

- Conviction or adjudication of delinquency for possession of a deadly weapon, or for committing a crime while in possession of a deadly weapon, on any school grounds, on traveling to or from school, including on a school bus, or at a school-sponsored function.
- Possession of a firearm on any school grounds, on a school bus or at any school-sponsored function
- Assault with (or without) a weapon upon a student, teacher, administrator, other employee, or board member on any school grounds, traveling to or from school, including on a school bus, or at any school-sponsored function.

This policy will be interpreted as broadly as necessary to ensure a safe environment for our students and staff.

• **Seclusion and Restraint**

The Massachusetts Department of Elementary and Secondary Education (DESE) established regulations governing the use of physical restraint on students. The Roxbury Preparatory Charter School is required to follow the provisions of 603 CMR 46.00 which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, collaborative and special education schools.

For the full text of the Roxbury Prep Restraint Policy, see Appendix 2 of this document starting on page 75, The purpose of this policy is to ensure that all

students attending Roxbury Preparatory Charter School are free from any unreasonable use of physical restraint. The school is committed to following the evolving rules and requirements relating to the use of any force in schools and will ensure that its practices align with all current relevant state law.

Physical restraint and/or seclusion should never be administered as a form of discipline or punishment. The following forms of restraint are **STRICTLY PROHIBITED** for use in our schools:

- **Medication restraint**
- **Mechanical restraint**
- **Seclusion**
- **Prone restraint**

Under limited emergency circumstances, physical restraint is permitted by specially restraint trained staff members only, where a student is in imminent risk of serious physical harm to themselves or others.

After an incident of physical restraint, a parent or guardian will be informed by the Dean of Students or School Principal, via telephone and by written an account of the incident. Parents/guardians are provided the opportunity to discuss the restraint actions taken and the circumstance of the restraint action with the Principal, Dean of Students and/or Director of Operations, at the time of the incident or by separate meeting as a follow-up to the incident.

Parents wishing to submit a complaint about restraint policies and action, may follow the same process as other types of complaints (See Pages 50-51). Informal complaints can be submitted by contacting the school Principal or Director of Operations. Formal complaints may be submitted in writing (print or email) to the Principal, Dean of Students or Director of Operations within 5 days of the incident. All formal written complaints will be investigated by school leaders, including convening a meeting with the parents and dean of Students, and a response provided within 14 days of receipt of the complaint.

Procedures For Certain Types of Discipline

- **Due Process for Disciplinary Removals and Services Pursuant to M.G.L. ch. 71, §37H^{3/4}**

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school

poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary infraction may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

- **Student and Parent/Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H^{3/4}**

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

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 infraction, consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the principal is considering and/or decides to implement a removal from school (suspension or expulsion) as a consequence for student misconduct.

- **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 infraction charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary infraction, 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 infraction, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic

performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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.

- **Short-Term Suspensions**

Short-term suspension means the removal of a student from the school premises and/or regular classroom activities for ten (10) consecutive school days or less. ROXBURY PREP uses two types of short term suspensions: In-School Suspension and Out-of-School Suspension. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. A student serving short-term suspension, whether In-School or Out-of-School, has the opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. All student disciplinary infractions resulting in removal from the classroom, including short-term suspensions, are subject to due process procedures. Please see the **Due Process** section below for more information.

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

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

- a) the disciplinary infraction;
- 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 infraction, 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.

- **Long-Term Suspensions**

Long-term suspension is defined as 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 infractions in any school year. Pursuant to M.G.L. ch. 71, **§37H³/₄**, the Middle School Principal or High School Principal or designee may issue a long-term suspension if a student is in repeat, deliberate, and/or extreme violation of the school's code of conduct as set forth in the Student & Family Handbook. Long-term suspensions pursuant to M.G.L. ch. 71, §37H³/₄ may not exceed ninety (90) consecutive days.

Except in the case of an Emergency Removal provided below, 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 infractions during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

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

- a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d. the right to cross-examine witnesses presented by the school district;
- e. the right of all parties to be informed before the hearing that an audio copy will be made of the hearing.
- f. the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- g. the right to appeal administrator's decision to impose long-term

suspension to the Regional Superintendent of Operations (RSO).

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 infraction, 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 infraction, 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. **Inform the student of the right to appeal the administrator's decision to the RSO 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:
 - i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the RSO 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 RSO an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

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

No long-term suspension imposed under M.G.L. ch. 71, §37H³/₄ will extend beyond the end of the school year in which such suspension is imposed.

- **Continuation of Educational Services**

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Students who are suspended under §37H³/₄ for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under ROXBURY PREP 's Education Service Plan, which is described below. The educational services provided will be based on and provided in a manner consistent with the academic standards for all students.

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

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

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

Roxbury Prep has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. The educational services provided will be based on and provided in a manner consistent with the academic standards for all students. 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.

Roxbury Prep's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

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

- **Exception for Emergency Removal**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary infraction may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the RSO 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 Short Term Suspension section 1. Notice - 1.c. and 1.d. above (page 25) and/or Long Term Suspension section 1. Notice - 1.c. and 1.d. above (page 27), as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a

disciplinary infraction until adequate provisions have been made for the student's safety and transportation.

- **Appeal to the RSO (Regional Superintendent for Operations)**

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 RSO.

In order to do so the student or parent must file a notice of appeal with the RSO in writing by emailing [kim.kinsman@uncommonschoools.org] within five (5) calendar days with a seven (7) day postponement option. The RSO 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 Head of School may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The Head of School will make a good faith effort to include the parent in the hearing. The RSO 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 RSO to participate. The RSO will send written notice to the parent of the date, time, and location of the hearing.
- The RSO will conduct a hearing to determine whether the student committed the disciplinary infraction of which the student is accused, and if so, what the consequence will be. The RSO will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The RSO will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The RSO will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the RSO determines that the student committed the disciplinary infraction, the RSO 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 RSO constitutes the final decision of the school district.

- **Expulsion**

Expulsion is the permanent exclusion from School and can only apply pursuant to M.G.L. ch. 71, §37H and §37H½. Misconduct may result in long-term suspension and/or expulsion under any of the following circumstances (See also M.G.L. ch. 71, §37H and §37H½). Long term suspensions issued under M.G.L. ch. 71, §37H and §37H½ may last beyond the end of the school year at the discretion of the Principal or their designee.

- Pursuant to Massachusetts' law, M.G.L. c. 71 §37H, the Middle School Principal or High School Principal may expel a student or issue a long-term suspension for any of the following infractions:
 - Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications;
 - Any time a student 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; and
 - Any time a student assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games.

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

- Pursuant to Massachusetts' law, M.G.L. c. 71 §37H1/2, the Principal may also issue a long-term suspension if a student is charged with a felony and the continued presence of the student would have a substantial detrimental effect on the general welfare of the school. That student may be expelled from school if the student is convicted, or is found guilty (by admission or adjudication), of the felony and the student's continued presence would have a substantial detrimental effect on the general welfare of the school.

Procedures Applicable to Conduct Covered by M.G.L. C. 71, §37H AND 37H ½

• Student and Parent / Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37

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 shall be notified in writing of an opportunity for a formal hearing before the Middle School or High School 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 Middle School or High School Principal.
- Decisions shall be put in writing and sent to the student and parents.

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

Any student who has been expelled or suspended long-term from ROXBURY PREP pursuant to GL c. 71 §37H shall have the right to appeal to the RSO. The expelled or suspended student shall have ten days from the date of the expulsion or long-term suspension in which to notify the RSO, 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 RSO. 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 RSO shall render a decision on the appeal. Such decisions shall be the final decision of the school.

• Student and Parent / Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H1/2

This Notice of Student and Parent Rights applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or felony delinquency complaint against a ROXBURY PREP student, the Middle School or High School Principal may suspend such student for a period of time determined appropriate by the principal if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his or her 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 RSO.

- **Expulsion Following Felony Adjudication or Admission**

Upon a Roxbury Prep 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 Middle School or High School Principal may expel said student if the principal 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 RSO.

- **Appeals to Expulsions or Suspensions under §37H1/2**

The student shall have the right to appeal the expulsion or suspension to the RSO. The student shall notify the RSO, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion or suspension. The RSO 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 RSO shall have the authority to

overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The RSO shall render a decision on the appeal within five calendar days of the hearing. The RSO's decision shall be the final decision of Roxbury Prep with regard to the expulsion or suspension.

o **Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½**

Any student who is removed from school for a disciplinary infraction under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

• **Discipline of Students with Special Needs and 504 Plans**

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.

The special education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her concern that the student's has a possible disability in writing to supervisory or administrative personnel or the student's teacher; if the teacher or other staff has expressed concerns about the student's pattern of behavior directly to the director of special education or other supervisory personnel, or if the student has been referred for an evaluation that has not yet been completed these special rules apply. The special education disciplinary rules do not apply if the parent has refused to consent to the evaluation, if the student has previously been found to be not eligible for special education, or if the parent has revoked consent to special education and related services.

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the

student's behavior was a direct result of his/her disability (a "manifestation determination").

Pursuant to 34 CFR 300.530, if a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an *expedited manner*. Roxbury Prep has determined that an expedited evaluation shall be completed no later than 15 school days after receipt of parent or guardian consent for evaluation, and shall be conducted in accordance with the procedural requirements laid out in the [IEP Process Guide](#) (DESE June 2001). The school-based evaluation team (including the parent or guardian) shall make a determination of eligibility of such student in a meeting held no later than five (5) school days after completion of the expedited evaluation.

Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. If, as a result of an expedited evaluation, the student is determined to be a student with a disability, Roxbury Prep will provide special education to the student pursuant the provisions of this section relating to students with disabilities.

● **Change in Placement: Long-Term Suspension or Expulsion**

- A change of placement occurs if a student is removed for more than 10 consecutive school days or is subjected to a series of removals that constitute a pattern of behavior and cumulate to more than 10 school days in a school year. To determine if there is a pattern of behavior, consider the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
- In the case of a change in placement, a Team meeting will be held within 10 days of the school's decision to impose the discipline to determine if the student's conduct was a manifestation of his/her disability.

● **Manifestation Determination Meeting**

- The student's IEP Team meets to determine, after review of all relevant information in the student's file including the IEP, teacher observations, and relevant information provided by the parents, whether (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of the

district's failure to implement the student's IEP. 34 CFR § 300.530(e).

- If the team determines that the student's behavior was *not* caused by or directly related to the student's disability or the failure to properly implement the IEP, then a student with a disability will be disciplined in the same manner and for the same length of time as other students are disciplined for the same infraction. The student will receive, as appropriate, a functional behavioral assessment and a behavior intervention plan designed to address the behavior violation.
- If the Team determines that the student's behavior was caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student will be returned to the last approved IEP placement unless the parents and the IEP Team decide on a different placement. The student will also be provided a functional behavioral assessment and a behavior intervention plan designed to address the behavior or, if the student had a functional behavioral assessment and a behavioral intervention plan prior to the removal, the Team will review the plan and modify it, as necessary, to address the behavior. If the behavior was caused by the failure to properly implement the IEP, the school will take immediate steps to remedy the deficiencies.

School personnel may order a change in the placement of a student with a disability to an interim alternative educational setting for not more than forty-five (45) days if a student:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;
- (2) 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; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with disabilities eligible for Special Education to an interim alternative educational setting for not more than forty-five (45) days.

Student Interviews and Searches

• Student Interviews

School staff may question or interview students and/or take statements from students regarding violations or potential violations of the Code of Conduct without the consent or presence of families or legal guardians unless otherwise required by law.

- **Searches of Property**

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

- **Searches of the Person**

The School authorizes the Instructional Leader and/or Operations Leader or their designee to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School's Code of Conduct or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a School Function. For example, an authorized School official, with minimal suspicion, may also conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag for a security check so long as the school official has a legitimate reason for the very limited search, including investigative purposes. In authorizing searches, the School acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

An authorized School official may search a student or the student's belongings based upon information received from an informant who is deemed reliable, in the official's sole discretion. In instances where there are strong indications that a more intensive search would turn up evidence of a serious threat, such as drugs or a weapon, authorized School officials may conduct a more intrusive search of a student's belongings and/or person.

Before searching a student or the student's belongings, the authorized school official should seek an admission from the student that they possess physical evidence that they violated the law or the school code or request the student to voluntarily consent to the search. Searches will be limited in scope to that which is

necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices with more than one witness present, and students will be present when their possessions are being searched.

Student Use of Technology Policies

Use of Technology, Electronic Devices and Phones at School

We understand that many of our students have phones or other electronic devices, and we have created the following policies for the sake of ensuring that students and families clearly understand school expectations. These policies have been created with the goals of minimizing distraction to our students or risk of loss or theft.

- **Students who use cell phones at unauthorized times will have the devices confiscated** until the school leader returns the cell phone or determines a family member/guardian needs to pick it up. Egregious or repeated violations of the cell phone policy may result in additional consequences, including suspension.
- Roxbury Prep does not accept financial responsibility for cell phones reported missing during school hours. Students who bring cell phones or other electronic devices to school do so at their own discretion, and the school will not reimburse for phones or other electronic equipment reported as missing while on school grounds.

Grade Level	Technology Policies
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Middle School	<ul style="list-style-type: none"> • All internet-connected devices such as Cell Phones and Smart Watches: In the interest of student safety during commuting, students are permitted to bring <ul style="list-style-type: none"> ◦ internet-connected devices to school. <p><u>However, the following conditions apply:</u></p> <ul style="list-style-type: none"> ◦ Cell phones must be labeled with student name and homeroom and stowed away during the school day according to school procedures. • Except as noted below, cell phones and smart watches must be completely turned off during the school day from the arrival time at school /start of instruction until dismissal. <ul style="list-style-type: none"> ◦ With a teacher's permission, at the end of the day, students are permitted to make phone calls after school or receive text messages from their families/guardians to coordinate their ride home.
	<p>Students are not permitted to use cell phones for any other purpose during the school day.</p> <ul style="list-style-type: none"> • Personal cell phones, smart watches, or any other personal internet connected devices are strictly prohibited in a testing room during any state/interim assessments.

High School	<ul style="list-style-type: none"> • High school students may use recreational electronic devices at teacher discretion and in specific ways during breakfast, lunch, and afterschool. Students abusing this policy will have this privilege revoked. In addition, students are responsible for their own electronic devices. While Roxbury Prep obviously strives to prevent theft of any item, the school will not track down electronic devices that have been reported missing. The following conditions apply: <ul style="list-style-type: none"> ○ Except as noted below, cell phones and smart watches must be completely turned off during the school day from the start of instruction until dismissal, and during state or interim test assessments. ○ Students may use electronic listening devices in common areas during breakfast and lunch, but may not actually engage in cell phone or smart watch use or texting at this time. ○ Students are encouraged to be courteous and discreet in their use of cell phones during times and places when they are permitted. Adult visitors to the high school will be given this same instruction. ○ Students who use or show cell phones or smart watches at unauthorized times, such as in the test room during state/interim assessments, will have the devices confiscated. Please see the Code of Conduct for specifications on consequences that may be assigned for unauthorized use of cell phones and smart watches.
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Student Technology Acceptable Use Policy

Uncommon Schools is committed to providing a learning environment designed to meet the needs of students and building a culture of openness, trust and integrity. Students and staff need the ability to use and access a variety of technology resources, including the Internet, as part of their educational process.

• **Conditions for Technology Use**

Purpose: To support its commitment to providing access to information necessary for education, Uncommon's system of electronic communication shall include access to the Internet for students and instructional staff.

• **Acceptable Use**

Purpose: The purpose of information technology is to facilitate communications in support of education by providing access to informational resources and the ability to collaborate. All users of information technology must follow the existing rules and acceptable use policies incorporated into this document. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

• **Access to Technology Resources**

The use of Uncommon Schools' information technology is not a right. Access is provided in a manner that is at Uncommon's discretion in order to support educational outcomes for our students. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of access. Uncommon may determine appropriate use and may deny, revoke, or suspend any user access based upon a determination of inappropriate use.

• **Oversight**

In order to comply with State and Federal regulations, Uncommon reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy. Certain aspects of your use are being recorded in logs either for the purpose of system performance monitoring or for assistance in authorized legal investigations of alleged misbehavior under the policy. The actual contents of these logs or email will only be reviewed by authorized personnel. In accordance with the law, messages relating to, or in support of illegal activities will be reported to the authorities and will result in the loss of user privileges.

Each school shall coordinate access to technology resources in each school by ensuring that teachers and students receive proper training in the use of the system and ensuring that students are adequately supervised when using the system.

• User Expectations

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not create or send harassing, obscene, offensive, threatening, sexually oriented or otherwise illegal or inappropriate messages or depictions to other users.
- Use appropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal full name, personal address or phone numbers of yourself, other students, staff or colleagues, including by inputting into AI tools.
- Do not attempt to read, delete, copy, modify, view, send or otherwise use, without permission, another user's account.
- Do not use the Internet in such a way that you would disrupt the use of the network by other users.
- Do not install unauthorized software.
- Do not attempt to harm, modify, or destroy data of another user, Uncommon information systems, or the information technology provider. This includes, but is not limited to, the uploading or creating of computer viruses.

• No Warranties

Uncommon makes no warranties of any kind, whether expressed or implied, for the service it is providing. Uncommon will not be responsible for any user damages including, but not limited to, loss of data resulting from delays, no-deliveries, mis deliveries, or service interruptions caused by Uncommon's negligence or by the user's errors or omissions. All users need to consider the source of any information they obtain and how valid the source of that information may be. Use of any information obtained via information technology is at the user's own risk.

Uncommon is not responsible for the accuracy or quality of information obtained through its services and shall not be responsible for any financial obligations arising through the unauthorized use of the system.

• Security

Users should never share their passwords or allow others to use their password. Users should also protect their password to ensure system security and their own privileges and ability to continue their use of the system. Attempts by a student, or non-authorized user, to log on to any Uncommon information systems as another user may result in the cancellation of user privileges. Users shall not install or download software or other applications without permission of the supervising staff

person.

- **Procedures for Use**

While using school equipment, a student or staff member may only use Uncommon information technology accounts. Student users must always get permission from their instructors before using information technology or accessing any specific file or application. Users shall not use computer resources for nonacademic activities.

- **Controversial Material**

While access to the Internet, through school computers, is administered by school personnel, Uncommon may not be able to technologically limit access to only those online services that have been authorized for study.

Uncommon has installed technology protection measures for all computers in the school district that block and/or filter visual depictions that are obscene as defined in the United States Code. Although Uncommon has installed filtering software, it is impossible to control the content of all data and a user may discover controversial materials when using the Internet. Users may be able to access services and communicate with people on the Internet that the district has not authorized for educational purposes. Also, by participating in the use of the Internet, students may intentionally or unintentionally gain access to information and communications that they or their families or guardians find inappropriate, offensive, controversial, or otherwise objectionable. By consenting to allow your child to use the Internet, you assume the risks spelled out in this paragraph.

- **Improper Use**

Any violation of these rules, or applicable state and federal laws, may result in revocation of a user's access to district technology and/or discipline, up to and including suspension or expulsion.

- **Notification**

Students must sign a "Technology Use Agreement" in order to use Uncommon technology resources. Students must also have the form signed by a family member or guardian.

Student Use of Technology Agreement

Uncommon Schools, Inc. (“Uncommon”) authorizes students to use technology owned or otherwise provided by Uncommon as necessary for instructional purposes. The use of Uncommon technology is permitted at Uncommon’s discretion and is subject to the conditions and restrictions set forth in applicable policies, administrative regulations, and this Acceptable Use Agreement. Uncommon reserves the right to revoke access at any time, without notice, for any reason.

Uncommon expects all students to use technology responsibly. Uncommon may place reasonable restrictions on the sites, material, and information that students may access through the system.

Each student, and a family member or guardian, who is authorized to use Uncommon technology must sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

● **Definitions**

Uncommon technology includes, but is not limited to, computers, Uncommon’s computer network, including servers, and wireless computer networking technology, the Internet, email, wireless access points, tablet computers, smartphones and smart devices, telephones, any wireless communication device whether accessed on or off site or through Uncommon-owned or personally owned equipment or devices.

● **Student Obligations and Responsibilities**

Students are expected to use Uncommon technology safely, responsibly, and for educational purposes only. The student in whose name Uncommon technology is issued is responsible for its proper use at all times. To ensure security, students should not share their assigned account information, passwords, or other information used for identification and authorization purposes, and should use the system only under the account to which they have been assigned.

Students are prohibited from using Uncommon technology for improper purposes, including, but not limited to:

- Access, create, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
- Bully, harass, intimidate, or threaten other students, staff, or other individuals.
- Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal

information) of another student, staff member, or other person, including by inputting in with the intent to threaten, intimidate, harass, or ridicule that person.

- Infringe on copyright, license, trademark, patent, or other intellectual property rights.
- Intentionally disrupt or harm Uncommon technology or other operations (such as destroying Uncommon equipment, placing a virus on computers, adding or removing a computer program without permission from a teacher or other Uncommon personnel, changing settings on shared computers).
- Install unauthorized software.
- Unauthorized manipulation of Uncommon data or other users' data.
- Engage in any activity that is unethical or violates any law or Uncommon policy.

● **Privacy**

Uncommon technology is intended for educational purposes. In order to comply with State and Federal regulations, Uncommon reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy.

Uncommon reserves the right to monitor and record all use of Uncommon technology, including, but not limited to, access to the Internet or social media, communications sent or received from Uncommon technology, or other uses. In order to comply with State and Federal regulations, monitoring, review or recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution or investigation of improper, illegal, or prohibited activity.

All passwords created for or used on any Uncommon technology are the sole property of Uncommon. The creation or use of a password by a student on Uncommon technology does not create a reasonable expectation of privacy.

● **Personally Owned Devices**

If a student uses a personally owned device to access Uncommon technology, the student must still follow all applicable policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

- **Reporting**

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of Uncommon technology, the student must immediately report such information to a teacher or other Uncommon personnel.

- **Consequences for Violation**

Violations of the law, policy, or this Agreement may result in revocation of a student's access to Uncommon technology and/or discipline, up to and including suspension or expulsion. In addition, to comply with the law, violations may be reported to proper authorities as appropriate.

Appendix 1

High School Graduation Requirements

RPHS Requirements

- English – 4 Years
- Mathematics – 4 Years
- Natural Sciences – 4 Years
- Social Science & History (*including US History*)
 - 3 years for Juniors, Sophomores and Freshmen
 - 4 Years for Seniors
- World Languages - 3 years
- Arts – 2 years minimum
- Physical Education & Health – 4 years including 1 semester of health

MassCORE Requirements

- English – 4 Years
- Mathematics – 4 Years
- Natural Sciences – 3 years of lab sciences, including technology or engineering
- Social Science & History – 3 years, *including U.S. and World History*
- World Languages - 2 years *of the same language*
- Arts – 1 year
- Physical Education & Health – 4 years
- Other – Additional courses up to 22 units

College Board Recommendation

- English – 4 Years
- Mathematics – 4 Years
- Natural Sciences – 4 years of lab sciences, *including at least 1 year of Physics*
- Social Science & History – 3 years
- World Languages - 4 years
- Arts – 3-4 years

College Placement Program

Roxbury Prep high school college placement programs include individualized student advising, class curriculum for juniors and seniors, college visits, and family workshops.

The Office of College Access and Success focuses on building relationships with college admissions representatives and with our students and families. The Office of College Access and Success hosts a number of activities throughout the year. During the academic year sponsored activities may include the following:

- **College Admissions Visits:** Admissions officers from all over the country come to Roxbury Prep to talk about their schools and recruit Roxbury Prep students. These include a variety of public and private institutions, both in-state and out-of-state.
- **Roxbury Prep College Trips:** Beginning junior year, Roxbury Prep will coordinate various college visits where students will have the opportunity to talk to college students and admissions counselors as well as tour campuses. Depending on the campus, they may have some of the following opportunities: attending college classes, visiting college dorm rooms, eating in college cafeterias, and talking with university professors and admissions officers.
- **Family-Student College Nights:** Students and a family member(s) or guardian(s) are required to attend workshops focused on getting ready for college, beginning freshman year. Presentation topics include: saving for college/financial planning, college research, college admissions process, the Educational Opportunity Fund Program, and financial aid workshops.
- **College Fairs:** High school students will be invited to attend college fairs and provide information about various other off-campus college opportunities.

Informal Complaint Procedures

An informal complaint is a complaint that does not concern the alleged violation of law or charter (examples include, but are not limited to, the following: a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule, etc.). If you have an informal complaint, you are encouraged to contact the appropriate staff member at the School. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing.

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact the Principal or Director of Operations to discuss the matter; the Principal or Director of Operations shall respond in person, by

telephone, or in writing.

Formal Complaint Procedures

An individual who has a complaint about a school practice or policy that does not concern the alleged violation of law or charter (e.g., a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule) should address the complaint in writing to the Principal. The Principal will respond to the complaint in writing or in person within 14 days. If this does not resolve the complaint or if the complaint is about the Principal, the individual or group may file a complaint in writing to the Chairperson of the Board of Trustees, who shall then appoint the School's Regional Superintendent of Operations (RSO) or another designee(s) to review the complaint. The Chairperson's designee will respond to complaints in writing within 30 days.

Should an individual wish to file a complaint with the Board of Trustees, it must be submitted in writing at least one (1) week prior to the next Board meeting.

Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board's designee responding at or prior to its next regular public meeting.

Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. Roxbury Prep will encourage all families to resolve all complaints at the school level in cooperation with the Principal. The Board, as necessary, may direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required.

Board of Trustees Family Trustee

Family members who are interested in serving as a member of the Board of Trustees (see below) can submit a letter of interest to the Board of Trustees. The Board of Trustee selects, interviews, and votes on all candidates.

Board of Trustees (as of June 18, 2025, subject to amendment)					
Name	Position on the Board	Committee affiliation(s)	Terms served	Length of Each Term	Final Year of Service possible based on term limits in bylaws
Mr. Francisco Marriott	Vice Chair, Treasurer	Finance, Governance	3	Elected: Jan 2018 Re-Elected 3 rd Term: Jan 2024 Term Ends: Jan 2027	2027
Mr. Ruven Rodriguez	Chair	Real Estate, Finance	3	Elected: Mar 2018 Re-Elected 3 rd Term: Mar 2024 Term Ends: Mar 2027	2027
Mr. Ronald Carroll	Trustee	Development	2	Elected: Feb 2021 Re-Elected 2 nd Term: Feb 2024 Term Ends: Feb 2027	2030
Mr. William Forde	Trustee	Development	2	Elected: May 2021 Re-elected 2 nd Term: May 2024 Term Ends: May 2027	2030
Mr. Scott Oran	Trustee	Real Estate	2	Elected: March 2022 Re-elected 2 nd term: Feb 2025 Term Ends: March 2028	2031
Ms. Sarah Hatton	Trustee	Academic & Leadership	1	Elected: Dec 2022 Term Ends: Dec 2025	2031

Mr. Marc Savatsky	Trustee	Real Estate	1	Elected: August 2023 Term Ends: August 2026	2032
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Title I Family Involvement Policy

As a Title I Schoolwide district, each Roxbury Prep charter school implements a family engagement policy in adherence to the Elementary and Secondary Education Act, providing for outreach to all family members and offering programs, activities and procedures for the involvement of families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures are planned and operated annually with the consultation of a familial representative group and Title I Stakeholders Committee. This Family Engagement Policy amends and restates the policy set forth in the Student and Family Handbook, previously distributed to all families. Each Roxbury Prep charter school commits to the following:

In carrying out the Title I, Part A family involvement requirements, to the extent practicable, each Roxbury Prep school will provide full and meaningful opportunities for the participation of all families, including without limitation, family members with limited English proficiency, family members with disabilities, and family members of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language families or guardians understand.

- Roxbury Prep defines family involvement as the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that family members play an integral role in assisting their child's learning;
 2. that family members are encouraged to be actively involved in their child's education at school;
 3. that family members are full partners in their child's education and are included, as appropriate, in decision-making and on committees to assist in the education of their child;

4. the carrying out of other activities, such as those described in section 1118 of the ESEA.

- Roxbury Prep implements effective family involvement activities throughout the year to improve student academic achievement and school performance. These activities include but are not limited to periodic Report Card Nights, math and literacy nights, and college prep evening events for family members. Roxbury Prep recognizes the important role that family member(s) play in their child's success and invites family member(s) to meet with teachers at the end of each grading period to monitor their child's progress.

Roxbury Prep as part of its Title I schoolwide plan, will involve the family member(s) of all children in decisions about how the 1 percent of Title I, Part A funds reserved for family involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to high need schools. This discussion will generally take place at the annual Title I meeting, in conjunction with Roxbury Prep's Back to School Night and August Orientation. Funded family engagement activities will include not less than one of the following:

- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and family members.
- Supporting programs that reach family members at home, in the community, and at school.
- Disseminating information on best practices focused on family engagement, especially best practices for increasing the engagement of economically disadvantaged families.
- Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing family engagement.
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's family engagement policy.

Families of students are actively involved in the Roxbury Prep community. Roxbury Prep families are all eligible to participate in the family representative group, **Parent**

Partners for Advocacy (PPFA) or Family Champions groups and attend its activities, events, and workshops. PPFA is composed of family members from all Roxbury Prep 5-12 schools, they meet regularly and at varied days of the week and times in order to ensure maximum participation to organize events and advocate for Roxbury Prep. PPFA members sit on the Title I Stakeholder committee, which, along with the Roxbury Prep leadership members, annually develops, reviews, and improves Roxbury Prep Title I schoolwide plan family involvement plan.

Roxbury Prep will conduct an annual evaluation of its Parent and Family Engagement Policy. At the annual Title I Stakeholder Committee meeting, PPFA representatives participate actively in this evaluation of family involvement events, communication, and policies, in addition to the thorough evaluation of Roxbury Prep Title I Schoolwide program as a whole.

During this review, the committee will also review the plan to continue to identify barriers to greater participation especially for family members with limited English proficiency, family members with disabilities, family members of migratory children, family members with limited literacy or who are economically disadvantaged or family members of any racial or ethnic minority background. The committee will seek to continue to identify the needs of families to assist with the learning of their children and identify strategies to support successful school and family interactions as per ESSA Section 1118(a)(2)(D)(i-iii). These findings will be used to design evidence-based strategies for more effective family engagement and will revise the policies as necessary.

Each Roxbury Prep school will build a capacity for strong family involvement and engagement, in order to ensure effective involvement of family members and to support a partnership among the school, family, and the community to improve student academic achievement, through the following activities specifically described below:

A. Each school will provide assistance to families of children, in understanding topics such as a description and explanation of the curriculum, the challenging State's academic standards and the form of academic assessments, including alternate assessments utilized. A brief overview of these assessments and standards can be found in the Student and Family Handbook, and these topics are also reviewed at the Annual Title I Meeting. In addition, Roxbury Prep will work with family members to help them monitor their child's progress and collaborate with educators to further their child's

progress.

B. Each school will provide materials and training to help family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster familial involvement. This includes the periodic offering of Parent University orientations, as well as college-prep evening events, which are open to all families.

C. Roxbury Prep will educate its teachers, specialized instructional support personnel, principals and other staff, on how to reach out to, communicate with, and work with families as equal partners, the value and utility of contributions of families, and how to implement and coordinate family programs and build ties between families and schools. These trainings will focus on the school's ongoing familial involvement events, including:

- Parent University, Report Card Nights, and college-prep evening events. This will happen annually during August Professional Development.

D. Roxbury Prep will ensure that information relayed at school and family programs, meetings, and other activities, is shared in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand.

E. Roxbury Prep will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other Federal, State, and local programs including pre-school programs.

F. Roxbury Prep will ensure that resources are provided to families that encourage full participation including staggered start times for different meetings, family selected report card conference times and child care support during conferences.

Roxbury Prep will make available a copy of the Family Engagement Policy to all families as required by law. This will be distributed annually in the Student and Family Handbook as well as posted on each school's website.

Nondiscrimination and Title IX Policy

Roxbury Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of

1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

In addition, no person shall be discriminated against in admission to Roxbury Prep on the basis of race, sex, color, religion, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by the School on the basis of any of the categories of discrimination identified above. 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).

Inquiries about Title IX may be referred to the School's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Title IX Coordinator is the Director of Operations of the relevant school.

The School's nondiscrimination policy and grievance procedures can be located on the relevant school's [website](#) in the Policy and Information section under Family Resources (hereinafter referred to as the "school's website").

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Director of Operations and refer to the school's [website](#) for additional information.

Special Needs

The school provides special education services for students in accordance with state and federal special education laws, M.G.L. c.71B, and the Individuals with Disabilities Education Act (IDEA) and the regulations implementing those laws. Individual Needs Coordinator, in coordination with the Director of Special Education and English Language Learners:

- Maintain all special education records in accordance with state and federal law
- Schedule all annual Individual Education Plan (IEP) reviews
- Organize professional development for teaching staff

- Support teachers in making appropriate curriculum and instruction modifications and accommodations

If a parent or guardian has concerns regarding a suspected disability, they should inform school administration or the Individual Needs Coordinator in writing of their request to receive an evaluation. Once this request has been made, the school district will respond in writing with an evaluation consent form within 5 school working days.

Limited English Proficiency

The school provides services for students with limited English proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The Director of Individual Needs, Special Education and English Language Learners is responsible for overseeing students with limited English proficiency and supports teachers in both instruction and curriculum.

Homeless Students

In accordance with the McKinney-Vento Homeless Education Assistance Act of 2002, the school provides services for students who are defined as homeless. This program works to ensure the enrollment, attendance and the opportunity to succeed in school for homeless children and youth. The School's Homeless Liaison is responsible for providing information and outreach regarding eligible transportation and other services. The School's Homeless Liaison is:

Mary Henningsen
mary.henningsen@roxburyprep.org
617-858-2288

In Home or Hospitalization Instruction Program

In accordance with 603 CMR 28.03(3)(C), Roxbury Prep 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. If the student has an IEP, the home or hospital instruction method will ensure the student can make

progress and receive accommodations as required by their IEP. The instructor will assist the student in maintaining adequate progress in school subjects, with sufficient frequency to ensure the student continues his or her educational progress, and the classroom teachers will assign the actual grades. The Principal will inform parents/guardians that their child is eligible for a Home or Hospital Program. The Principal will ensure services are delivered in accordance with policy and monitor until the student is able to return to school.

Service Animal Policy

Definitions under Title II of the Americans with Disabilities Act

Service Animal: Any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory psychiatric, intellectual or other mental disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing non-violent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting individuals to the presence of allergens,
- Retrieving items such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

Roxbury Prep will make reasonable efforts to accommodate a service animal as

described above. However, Roxbury Prep may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken.

Pest Control Policy

Pursuant to regulations, the school may contract with licensed individuals or vendors for the purpose of pest control, comporting with all regulations related to student and staff safety.

Asbestos Policy

Pursuant to M.G.L. c. 149:6A-6G., 453 CMR 6.00 AHERA), U.S. Asbestos School Hazard Abatement Reauthorization Act of 1990 (ASHARA). 310 CMR 4.00, 7.00, 7.09(5), 7.15, and 310 CMR 19.00, Roxbury Preparatory Charter School follows guidelines required by the Massachusetts Department of Labor and Workforce Development (Division of Occupational Safety), Massachusetts Department Environmental Protection, and the United States Environmental Protection Agency (EPA) related to asbestos inspection and management.

• Designation

- Roxbury Preparatory Charter School serves as the Local Education Agency (LEA). An LEA must designate a person (designated person) to ensure that the responsibilities of the LEA, as detailed in the regulations, are properly implemented. The LEA must verify that this individual has received proper training. The individual is not required to be a licensed asbestos consultant. There is no specific training course for the designated person; however, guides are available through the EPA. The designated person for Roxbury Preparatory Charter School is the Director of Facilities.

• Asbestos Management Plan (AMP)

- In event of asbestos suspicion or detection, the Director of Operations or his/her designee completes, signs, and certifies that the responsibilities of the LEA (Roxbury Preparatory Charter School) have been or will be met.

- o Completion of AMP, as provided by EPA, includes, but is not limited to: •
 - General Information
 - Inspection and Reinspection
 - Response Action
 - Operations and Maintenance
 - Periodic Surveillance
 - Notification
 - Appendix

- **Reinspection**

- The LEA must retain the services of a licensed asbestos inspector or management planner to conduct a re-inspection every three years subsequent to implementation of a management plan.

- **Written Notification**

- At least once each school year, the LEA must provide written notification to parent, teacher, and employee organizations regarding the availability of the Asbestos Management Plan and any response actions taken or planned.

- **Periodic Surveillance**

- After the AMP has been implemented, the LEA must conduct periodic surveillance in each building that it leases, owns, or otherwise uses as a school building at least once every six months.

- **Custodial Maintenance Training and Short-Term Worker**

- All maintenance and custodial staff who may work in a building that contains asbestos-containing building materials (ACBM) must receive at least two hours of asbestos awareness training whether or not they are required to work with ACBM.

- **Record-Keeping Requirement**

- The LEA must maintain records required by the regulations to be included in the Asbestos Management Plan.

Hazing Law

- o **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.*)

o 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.*)

o M.G.L. c. 269, Section 19. Copy of sections 17–19

Issuance to students and student groups, teams and organizations; report

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

the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Harassment Policy

The school is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender identity, gender, sexual orientation, disability or housing status. 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. Roxbury Prep

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.

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 identity, gender, sexual orientation, disability, or housing status.

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.

While all types of harassment are prohibited, sexual harassment requires particular attention. Pursuant to Title IX of the Education Amendments of 1972, has a policy and grievance process specific to Sexual Harassment as contemplated by Title IX (see section on Title IX, 504 and Title II Compliance). 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 extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Although it is not possible to list all forms of sexual harassment, the following are examples of conduct in violation of this policy:

- Unwelcome sexual advances -- whether they involve physical touching or not; • Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;

- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

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 Roxbury Prep.

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.

o **Grievance Procedure**

Where to File a Complaint.

Any student or employee who believes that Roxbury Prep 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 School Leader at any campus. If the School Leader is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the RSO. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

School Leaders
Roxbury Prep Proctor Street Middle School
71 Proctor Street
Roxbury, MA 02119

School Leaders
Roxbury Prep Dorchester Campus
206 Magnolia Street
Dorchester, MA 02121

School Leaders
Roxbury Prep High School
71 Proctor Street
Roxbury, MA 02119

RSO
Roxbury Preparatory Charter School
71 Proctor Street
Roxbury, MA 02119
kim.kinsman@uncommonschoools.org

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:

School Leaders
Roxbury Prep Proctor Street Middle School
71 Proctor Street
Roxbury, MA 02119

School Leaders
Roxbury Prep Dorchester Campus
206 Magnolia Street
Dorchester, MA 02121

School Leaders
Roxbury Prep High School
71 Proctor Street
Roxbury, MA 02119

RSO
Roxbury Preparatory Charter School
71 Proctor Street
Roxbury, MA 02119
kim.kinsman@uncommonschoools.org

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.

II. 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.

III. 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 Roxbury Prep 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 time lines 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 time lines 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 time lines will be followed.

Confidentiality of grievant/respondents and witnesses will be maintained, to the extent consistent with Roxbury Prep’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.

IV. 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
Roxbury Preparatory Charter School
71 Proctor Street
Roxbury, MA 02119

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:

within 180 calendar days of alleged discrimination or harassment, or within 60 calendar days of receiving notice of Roxbury Prep's final disposition on a complaint filed through Roxbury Prep, or within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or instead of filing a complaint with Roxbury Prep.

Title IX, Section 504, and Title II Compliance

Kim Kinsman, RSO, coordinates Roxbury Prep's compliance under Title IX, Section 504, and Title II of the Civil Rights Act of 1964. Ms. Kinsman can be contacted at:

Ms. Kim Kinsman
kim.kinsman@uncommonschoools.org

Copies of Roxbury Prep's Grievance Procedures and complaint forms can be found at the main offices within each school.

Title IX regulations provide a definition of sexual harassment that will be used when processing all Title IX allegations. According to Title IX, sexual harassment is

conduct on the basis of sex that satisfies one or more of the following:

1. A School employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by federal laws).

- **Response to Sexual Harassment**

A student or any individual wishing to report sexual harassment may inform the Title IX Coordinator or any other employee. Any School employee with knowledge of an allegation of sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party or the alleged victim directly.

Once the Title IX Coordinator learns of an allegation of sexual harassment, they will contact the alleged victim, or "the Complainant," to gather preliminary information, offer "Supportive Measures," and inform that person of the right to file a "Formal Complaint" against the alleged perpetrator, or "the Respondent," that initiates the Title IX "Grievance Process."

A "Formal Complaint" is a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment and initiate the Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. To file a Formal Complaint, the alleged sexual harassment must have occurred in the school's educational programming or activity, and within the United States.

In some circumstances, the School will dismiss a Formal Complaint. The School has discretion to dismiss a Formal complaint where the passage of time results in an inability to gather sufficient evidence for a determination of responsibility or the School lost responsibility over the Respondent. The School must dismiss the Formal complaint if it does not constitute sexual harassment as contemplated by Title IX.

However, the school may investigate the conduct as it pertains to other school policies.

“Supportive Measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such Measures are designed to restore or preserve equal access to the School’s education and activities, including measures designed to protect the safety of all or the educational environment, or deter sexual harassment.

The School will maintain the confidentiality of any Supportive Measures to the extent possible and document the supportive measures offered by the Title IX Coordinator to the Complainant and Respondent. Examples of supportive measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

● **Grievance Process**

Once the Formal Complaint is filed, the “Grievance Process” commences. The School is committed to treating all parties equitably during the Grievance Process. The School is committed to completing the Grievance Process as soon as possible with the goal of completion within 60 days. However, if required, by good cause, such as the absence of a party, a party’s advisor, or a witness; law enforcement or DCF involvement; or the need for accommodations, the parties will be notified of the need for delay. The Respondent is presumed not responsible for the alleged conduct until a determination of responsibility has been made.

The School will provide the Complainant and Respondent with written notice of the allegations and the Grievance Process. This notice will include specific detail of the allegations against the Respondent. The parties will be informed at this time of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may accompany them at any point during the process. They will also be informed of their right to inspect and review evidence. The School will remind the parties of the school’s prohibition against knowingly making false statements during this process. Supportive measures are available to all parties during the Grievance Process.

The Title IX Grievance Process requires the involvement of several different

employees that fulfill separate roles. As noted earlier, the Title IX Coordinator oversees Title IX compliance and the Grievance Process. Additionally, each Formal Complaint will be assigned an “Investigator,” who could be a Principal, Vice-Principal, or other employee that is properly trained in investigations. Each Title IX investigation will be assigned a “Decision-Maker,” which similarly could be a Principal, Vice-Principal, or other employee that is properly trained. All appeals will be reviewed by someone who was not involved in the underlying Title IX investigation.

The School will ensure that Title IX coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process, receives training on this policy and his or her respective role.

• Informal Resolution of Sexual Harassment

If appropriate, the Title IX Coordinator will offer the parties the option of an informal resolution process, but, pursuant to Title IX, not until a Formal Complaint has been filed and the parties have been fully advised of their Title IX rights. Before beginning an informal resolution process, the School will obtain written consent from the Complainant and Respondent. At any time, the parties can withdraw from the informal resolution and the Grievance Process will resume. Informal Resolution shall not be offered in the event the Respondent is a School employee.

• Investigation of Sexual Harassment

A properly trained Investigator will complete an investigation into the Formal Complaint. Both, the Respondent and Complainant, will have an equal opportunity to offer witnesses and other evidence. Prior to any interviews with a witness, the School will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. Unless waived by one of the parties, the investigation will not intrude on any information that is legally privileged. Information about a person’s sexual predisposition or prior sexual behavior are not relevant, unless it is offered to prove that someone other than the Respondent committed the alleged act, or the information concerns specific incidents of sexual behavior between the parties and it is offered to prove consent. At the conclusion of the investigation, the Investigator will create an Investigative Report that summarizes the relevant evidence and send it to each party and the party’s advisor.

The parties will have at least 10 days before any hearing or determination of

responsibility to review and respond to the report if they so choose. Time periods may be extended or delayed for good cause, including the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodations of disabilities.

The designated Decision-Maker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow additional, limited follow-up questions. However, before presenting the question, the Decision-Maker will determine if it is relevant. In the event that the Decision-Maker decides to exclude a question, he/she will provide a written decision explaining their reasoning.

• Hearings

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

• Finding of Responsibility

Any Respondent found, by a preponderance of the evidence, to have committed Sexual Harassment shall be subject to a range of discipline, including, but not limited to: detention, exclusion of extracurricular activities, suspension, and expulsion, or in the case of an employee termination of employment.

The Decision-Maker will simultaneously issue a written determination of responsibility that includes a description of the allegations, the procedural steps of the grievance process, the findings of facts, the conclusions reached, and a statement and rationale of responsibility and related discipline. If applicable, it will also include remedies designed to restore or preserve equal access to education and activities at the School.

• Appeal

Both the Complainant and Respondent shall have the right to appeal the decision of

the Grievance Process by notifying the Title IX coordinator in writing within 10 business days of receiving the decision. The grounds for appeal are limited to: procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original decision-maker, investigator, or Title IX Coordinator. That person shall issue a written decision and rationale simultaneously to the parties.

• **Retaliation**

The School strictly prohibits retaliation in any form against persons seeking protection under or participating in an investigation related to this policy. As such, the School will investigate any reports of retaliation and take separate disciplinary action against those found to have retaliated against someone.

Title VI Compliance

Title VI of the Civil Rights Act of 1964, prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000 (d) also provides for equal access of educational opportunity, and a prohibition of discrimination in access based on race, color, religion, sex and national origin

Ms. Kim Kinsman, RSO, coordinates Roxbury Prep's compliance under Title VI of the Civil Rights Act of 1964. Ms. Kinsman can be contacted at:

Ms. Kim Kinsman
kim.kinsman@uncommonschoools.org

Copies of Roxbury Prep's Grievance Procedures and complaint forms can be found at the main offices within each school.

Those parties wishing to file a grievance under Title VI related equal educational opportunity access, will follow the grievance process as detailed above for Title IX, Section 504 and Title !1, found on pages 69 - 73.

Anti-Bullying Policy

Consistent with **MGL c. 71 s. 370**, the school has enacted a comprehensive Anti-Bullying Policy. A copy of the school's **Bullying Prevention and Intervention Plan** can be found on the school's website Family Resources page, and a printed copy is available upon request from your campus Director of Operations.

The school is committed to providing all students with a safe learning environment that is free from **bullying, cyberbullying and retaliation**. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying **and retaliation**, and other harmful and disruptive behavior that can impede the learning process.

The school recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, pregnant or parenting status; sexual orientation; mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school will use staff professional development, anti-bullying curriculum, and targeted supports for individual students based on identified vulnerability level to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

This Bullying Prevention plan affords all students the same protection regardless of their legal status under the law.

Translation Policy

Roxbury Prep is committed to providing all families with information about the school and their child's performance. All documents are available in a family's preferred or home language upon request to the Office Manager or Director of Operations.

Appendix 2 - Physical Restraint Policy

The Massachusetts Department of Elementary and Secondary Education (DESE) has established regulations governing the use of physical restraint on students. The Roxbury Preparatory Charter School is required to follow the provisions of

603 CMR 46.00 which regulate the use of physical restraint on students in Massachusetts public school districts, charter schools, collaborative and special education schools.

The purpose of this policy is to ensure that all students attending Roxbury Preparatory Charter Public School are free from any unreasonable use of physical restraint.

What is physical restraint?

Direct physical contact that prevents or significantly restricts student's freedom of movement" When should physical restraint be administered?

- Only as an emergency procedure of last resort.
- Physical restraint should only be administered when all other de-escalation methods have failed.
- Physical restraint should be administered with the least amount of force as possible, to prevent any physical harm to students.
- Physical restraint should be administered when a student's behavior poses a threat of serious physical harm to self or others.

What is not physical restraint?

- Brief physical contact to promote student safety (e.g., breaking up a fight)
- Providing physical guidance or prompt when teaching a skill
- Physical escort (i.e.: temporary touching or holding without use of force to induce an agitated student to walk to a safe location)
- Time-out
- The use of reasonable force to protect self, the student or others, is still permitted.

When should physical restraint NOT be administered?

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

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

- Mechanical restraint, which is the use of a device or equipment to restrict a student's freedom of movement, except for devices used for the specific and approved positioning or protective purposes for which such devices were designed.
- Seclusion, which means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
- Prone restraint, when a student is placed face-down on the floor or another surface and physical pressure is applied to the student's body to keep the student in the face-down position.
- Physical restraint should never be administered as discipline or punishment.
- Physical restraint should not be administered when a student has destroyed school property, being disruptive, not responding to directives or giving verbal threats that do not pose imminent serious physical harm.
- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.
- Physical restraint in a manner inconsistent with 603 CMR 46.00 or this policy.

Who should administer physical restraint?

- Only staff members that have been trained by Roxbury Preparatory Charter Public School in physical restraint for school age children should administer physical restraint.
- When administering physical restraint, only the amount of force necessary to protect the student or others from physical injury or harm should be used.
- Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint.
- Staff must continuously monitor student's physical status while restrained.
- If physical restraint more than 20 min., must obtain the School Principal approval.
- If the School Principal is not in the building obtain approval from campus

Director of Operations, and you must inform the Regional Superintendent of Operations, Kim Kinsman.

- Discontinue any restraint ASAP if student indicates (s)he cannot breathe.

DEFINITIONS:

Definition of restraints: The following terms as used in 603 CMR 46.00 have the following meanings.

Designation of Principal: Principal is the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

Roxbury Preparatory Charter Public School - Designee for Principal is the campus Director of Operations or the RSO – Regional Superintendent of Operations.

Physical Escort: Physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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

Mechanical restraint: Mechanical restraint is the use of any device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel or used by a student that have been prescribed by an appropriate medical or related professional and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Chemical/medication restraint: Chemical/medication restraint is the administration of medication for the purpose of temporarily controlling behavior.

NOTE: Medication restraint does not include medication prescribed by a licensed physician and authorized by the parent/guardian for administration in the school

setting.

Prone restraint: Prone restraint is a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out.

Mechanical and medication restraint, and seclusion **ARE PROHIBITED.**

Prone restraint is prohibited, except on an individual student basis, under the following circumstances:

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students/staff; and
- All other forms of physical restraint have failed to ensure the safety of the student and/or others; and
- There are no medical contra-indications, as documented by a licensed physician; and
- There is a psychological or behavioral justification for the use of prone restraint, and there are no psychological or behavioral contra-indications, as documented by a licensed mental health professional; and
- The school has obtained consent to use prone restraint in an emergency, and has been approved by the principal; and
- The school has documented all these circumstances in advance of the use of prone restraint and maintains the documentation.

Time-Out: Time-out is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

NOTE: If a student is removed from the classroom or activity for more than 30

minutes, approval of the principal will be required. Further, if the student remains separated from the classroom or learning activity for more than half a day, the student's separation will be considered an in-school suspension, regardless of whether the student chose to leave or was directed by a school staff member to leave. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Students can never be locked in space and staff must continuously observe student(s) or be immediately available at all times.

- ☐ Inclusionary time-out: Student remains in classroom
- ☐ Exclusionary time-out: Student Removed from classroom
- ☐ If a Time-Out exceeds 30 minutes, the School Principal must approve the time-out.
- ☐ If the School Principal is out of the building, please contact the campus Director of Operations or the Regional Superintendent of Operations (RSO) for approval beyond 30 minutes.

Strategies to Calm Students and Prevent Restraint:

Physical restraint is an emergency procedure which should be used only as a last resort. There are a number of other de-escalation techniques school staff should use first, including:

- Active listening.
- Use of a low, non-threatening voice;
- Limiting the number of adults providing direction to the student;
- Not blocking the students' access to an escape route;
- Suggesting possible resolutions to the student, and offering the student a choice;
- Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.);
- Communicating what is expected behavior by clearly stating instructions and expectations;
- Brief physical contact to promote student safety;
- Redirecting attention;
- Temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to

walk to a safe location (“physical escort”);

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

- The time-out is used as a behavioral support strategy, not for disciplinary purposes.
- The student temporarily separates from the learning activity or the classroom either by choice or by direction from staff for the purpose of calming down.
- The student is continuously observed by a staff member who is with the student or immediately available to the student at all times.
- The space used for time-out must be clean, safe, sanitary, and appropriate for the use of calming.
- The time-out ceases as soon as the student has calmed.
- Principal approval must be obtained by a staff member when a time-out lasts longer than 30 minutes due to the student’s continued agitation.
- If a time-out lasts half of the time that a school day is in session or longer, such lost class time is treated as an in-school suspension for purposes of student discipline laws.

Report of Physical Restraint: Certain reporting requirements are triggered once physical restraint is administered to a student. These include the following:

Written Report: A written report must be compiled for each instance of physical restraint administration, including, among other required information, a description of the administration of restraint and the alternatives to restraint that were attempted.

*Whenever a student is restrained, the Regional Director of School Support (DOSS), Regional Superintendent of Operations (RSO) and Regional Superintendent of Instruction (RSI) should be informed by the end of the school day and forwarded a copy of the incident report when completed.

Report to Regional Director of School Support (DOSS), Mary Henningsen:

- ☐ Verbally: As soon as possible
- ☐ In writing: By the end of next school day

Parent: The school must make a reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint, and for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint. The written communication to the parent will be provided in the native language upon request made to the school from the parent/guardian.

School Principal and/or Dean of Students notifies parent/guardian:

- ☐ Verbally: Reasonable efforts to inform within 24 hours
- ☐ Written report: Email – within 3 school days; mail – postmarked no later than 3 school days
- ☐ Must include specified information: summary description of the incident, nature of the restraint used, name/title of restrainer, length of restraint and number if multiple, the alternative methods used to de-escalate the situation prior to restraint.
- ☐ Provides parents/students opportunity to make inquiries and comment to the School Principal and/or Dean of Students.

Weekly and Monthly Reviews: The RSO/DOSS will conduct weekly reviews of restraint data to identify students who have been restrained multiple times during the week. Additionally, the RSO will conduct monthly reviews of school-wide restraint data to consider patterns in the use of restraints and to determine if any actions should be taken.

Weekly: In the event a student is restrained multiple times during the week, a student review team will convene. The student review team consists of the classroom teacher and any other providers who have been working with the student (e.g. Administrator, applicable Social Work member, applicable SST member, other service providers, etc.). The CPI trainer, usually the Dean of Students at Roxbury Prep, may attend in applicable situations.

- ☐ Reports of restraint, and parent & student comments
- ☐ Circumstances and factors leading to the use of restraint
- ☐ Strategies to reduce or eliminate the use of restraint
- ☐ Written plan of action as required

Monthly: SST/Social Work/Administration/SEL/BCBA will convene monthly to review school-wide use of restraints.

- ☐ Examine patterns of behavior and use of restraints e.g., similarities in the time of day, individuals involved, duration of restraints, etc.
- ☐ Determine if necessary to provide additional training, revise policies & procedures

Injury Report: If the administration of physical restraint results in an injury to a student or to staff, regardless of the seriousness of the injury, the written report must be submitted to DESE no later than three school days after administration of the restraint. The Regional Director of School Support is responsible for preparing/submitting the Restraint Report to the DESE Security Portal.

Annual Report: Each school is required to collect and report physical restraint data to DESE on an annual basis. The Regional Director of School Support is responsible for verifying/submitting the Annual Restraint Report to the DESE Security Portal.

Preventing student violence, self-injurious behavior and suicide: The School Social Work Team will provide school wide professional development focused on policies and procedures for identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. The SST (School Support Team) crisis team, along with teachers and other school personnel, will identify students who are potentially at risk, and review their social, emotional and behavioral progress at the campus SST meeting to plan interventions and support for students.

The SST crisis team may include the Regional Social Work Supervisor, School Principal, campus Director of Operations, Special Education Coordinator, School Social Worker, Dean of Students, Office Manager or other school personnel as designated by the School Principal. All members of the crisis team are trained in Crisis Prevention Intervention (CPI). For any student with a history of significant emotional/behavior including at risk behavior (harm to self and/or others) and/or a student who required physical restraint, the crisis team will develop a safety or crisis plan. The plan will include strategies and support which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings for the purpose of assessing progress and making necessary adjustments. Trained members of the School Support Team (including mental health and special education learning support

practitioners) who may respectively conduct a Functional Behavioral Assessment (FBA) or Safety Assessment, and may refer to outside agencies, including mental health agencies as appropriate.

Complaint Procedures: In the event a student or parent has a complaint about restraint practices at Roxbury Preparatory Charter School, such a student or parent should contact the campus Director of Operations and inform him/her about the details and circumstances around the complaint. Upon receipt of a complaint, the campus Director of Operations or his/her designee shall promptly and thoroughly investigate the complaint by interviewing the student, the person(s) administering the restraint, and any other staff or students who witnessed the incident. The campus Director of Operations shall inform the Regional Director of School Support and the Regional Superintendent for Operations of the complaint, and results of the investigation.

The campus Director of Operations or his/her designee shall document all steps taken in the investigation and share with the Regional Director of School Support and the Regional Superintendent for Operations, and this team shall make a determination about whether the restraint about which the complaint was made was administered in accordance with this policy and the law, and convey the determination to the complainant. In the event that a complaint involves the campus Director of Operations or the School Principal, the complainant should contact the Regional Director of School Support and the Regional Superintendent for Operations directly. Any Roxbury Preparatory Charter School staff member who has violated this policy may be disciplined at the discretion of the School Principal or Director of Operations (or Regional Superintendent for Operations in the event the School Principal or Director of Operations has administered the restraint), up to and including termination.

Prevention of Violence and Parent Engagement: Roxbury Preparatory Charter School has developed and distributes methods to staff and families for preventing student violence, self-injurious behavior and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with individual students. In addition, Roxbury Preparatory Charter School will arrange a meeting with parents on an annual basis to discuss restraint prevention and the use of restraint solely as an emergency procedure. At this meeting, parents will obtain information about this policy and methods of de-escalation, as well as have the opportunity to ask questions and provide feedback to Roxbury Preparatory Charter School staff.

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