



Match Charter  
Public School

**Match Community Day  
Student and Family Handbook  
2019-2020**

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# Table of Contents

Contents	Page #
<a href="#">1 Purpose of this Handbook*</a> .....	4
<a href="#">2 Mission Statement*</a> .....	4
<a href="#">3 School Vision and Values</a> .....	4
<a href="#">4 School Culture</a> .....	4

## School Policies and Procedures

<a href="#">1 Non-Discrimination and Harassment</a> .....	6
<a href="#">2 Bullying Prevention Plan</a> .....	6
<a href="#">3 Sample Full Day Schedule</a> .....	7
<a href="#">4 Attendance Policy</a> .....	8
<a href="#">5 Tardy and Early Dismissal Procedures</a> .....	8
<a href="#">6 Promotion Policy/Grades</a> .....	11
<a href="#">7 Standardized Testing</a> .....	11
<a href="#">8 Homework Policy (Life’s Work)</a> .....	12
<a href="#">9 Field Trips</a> .....	14
<a href="#">10 Summer Academy</a> .....	14
<a href="#">11 Rights of Students with Disabilities</a> .....	15
<a href="#">12 In-School Observations</a> .....	16
<a href="#">13 Home or Hospital Instruction</a> .....	16

## Academic Program

<a href="#">1 Overview</a> .....	17
<a href="#">2 Key Elements of Our School</a> .....	17
<a href="#">3 Components of Academic Program</a> .....	18
<a href="#">3.1 Mathematics</a>	
<a href="#">3.2 Literacy</a>	

4	<a href="#">Report Cards and Parent/Teacher Conferences</a>	19
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## General School Information

1	<a href="#">Family Involvement</a>	21
2	<a href="#">Health Office*</a>	22
3	<a href="#">Complaint Procedure*</a>	23
4	<a href="#">Student Records*</a>	24
5	<a href="#">Parents Right to Know*</a>	24
6	<a href="#">Idling Vehicles*</a>	24
7	<a href="#">Gift Policy*</a>	24
8	<a href="#">Transportation</a>	24
9	<a href="#">Cancellation Due to Poor Weather Conditions</a>	25
10	<a href="#">Lost/Stolen Property and Visitor Policy</a>	25
11	<a href="#">Birthday Celebrations</a>	25
12	<a href="#">Staff Directory</a>	

27

## Code of Conduct

1	<a href="#">Our Philosophy</a>	31
2	<a href="#">Happy Hearts, Happy Kids (K1 Scholars)</a>	31
3	<a href="#">Color Stick Overview</a>	32
4	<a href="#">Leadership Points</a>	32
5	<a href="#">Uniform Policy</a>	32
6	<a href="#">Bus Behavior</a>	33
7	<a href="#">Hallway Behavior</a>	34
8	<a href="#">Gum Policy</a>	34
9	<a href="#">Cell Phones, Toys, and Electronic Devices</a>	34
10	<a href="#">Smoking Policy*</a>	35
11	<a href="#">School Searches*</a>	35

<a href="#">12 Anti-Hazing*</a> .....	35
<a href="#">13 Physical Restraint*</a> .....	36
<a href="#">14 Disciplinary Due Process*</a> .....	36

## Exhibits

[EXHIBIT A](#)

[EXHIBIT B](#)

[Exhibit D](#)

[Exhibit E](#)

[Exhibit F](#)

[Exhibit G](#)

[Exhibit H](#)

[Exhibit I](#)

[Exhibit J](#)

[Exhibit K](#)

Exhibit L

# Introduction

## **PURPOSE OF THIS HANDBOOK\***

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

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

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

## **MISSION STATEMENT\***

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

## **MULTILINGUAL LEARNER PROGRAM VISION**

- 1. LANGUAGE-** We believe that ALL scholars are academic language learners and all teachers are academic language teachers.
- 2. MORE THAN A SCORE-** We believe that our multilingual scholars are MORE than just a score on the ACCESS Test or the ELD level that they have been assigned. We believe that all of our scholars come from rich cultural backgrounds and come with unique resources and experiences that we can leverage in our teaching every single day.
- 3. CO-TEACHING MODEL-** We believe in using the co-teaching model to serve our multilingual scholars. In this model, two or more teachers share responsibility for teaching scholars, planning instruction, and evaluating scholar progress. We believe that co-teachers must collaborate to implement The Sheltered English Instruction Model successfully.
- 4. PULL OUT SUPPORT -** We believe that pull out support is provided to scholars when it is determined that they need more intensive language teaching beyond what can be provided in the classroom.

5. **SCAFFOLDING**- We believe in scaffolding and supporting lessons to ensure our scholars can do the most important thinking and work in the lesson. We only provide scaffolds when they are necessary.
6. **DATA**- We believe in using a diverse set of data points to inform our scaffolds, supports, and instructional decisions.
7. **FEEDBACK**- We believe in giving our scholars regular, individualized feedback on both content and language. We believe in giving feedback to our teammates about how to better teach content and language.
8. **URGENCY**- We believe our work is urgent and important. We believe in adjusting our practice every day through coaching and collaboration to do what is best for our scholars.

## SCHOOL VISION AND VALUES

The vision of Match is that all scholars, regardless of their families' socioeconomic status, education history, and home language, can attend and graduate from college. We further believe that for children from low-income families, college success is the most likely way to escape intergenerational poverty. Our commitment is to provide the support-via outstanding teaching, individualized daily tutoring, a long school day, relentless and ongoing outreach to parents, and quality standards-based curriculum-to ensure that every student attains this goal.

## SCHOOL CULTURE

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

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

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

**Belief #2: Kids meet the expectations that we set for them. The few who don't, due to lagging skills, get extra support.** The underlying premise of this belief is that all students want to succeed in school, both behaviorally and academically, but some arrive with more capacity to do so than others. We embrace the belief that when students

are struggling behaviorally, it is our obligation to not just give them consequences, but also to build the skills that they need to successfully meet our expectations. Our teachers, deans and social workers will partner with families to equip students with the tools and mindsets that they need to achieve their academic goals in school.

**Belief #3: School Culture is everyone's responsibility.** All of the educators in our school need not only to understand and implement systems of rules, rewards and consequences. They also need to strive to understand the **why**, that underlies student behavior, and not just the **what**. We work to develop staff whose mindset is to be "curious, not furious" when students aren't meeting our behavioral expectations. That requires constant reflection on the root causes of challenging behavior, and a recognition that just responding with consequences is often not going to solve a student's underlying problems. Instead, understanding the "why" will push us to creatively, and collaboratively, problem solve and intervene when a student is struggling. This is the responsibility of every adult who works for Match.

# School Policies and Procedures

## **NON-DISCRIMINATION AND HARASSMENT\***

Match does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement, homelessness or any other consideration made unlawful by any federal, state or local laws or regulations.

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

## **BULLYING PREVENTION PLAN\***

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

## **SAMPLE SCHEDULE**

### **Monday - Thursday**

Period	Time
Breakfast	7:10-7:40
Morning Meeting	7:40-8:00
ELA	8:00-9:00
Math	9:00-10:00
Co-Curriculars	10:00-11:00

Recess	11:00-11:30
Lunch	11:30:12:00
Phonics	12:00-12:30
Guided Reading	12:30-1:30
Snack	1:30-1:45
Math Fluency	1:45-2:45
Writing	2:45-3:45

### Friday

All Fridays are half days at Match Community Day (“MCD”). We use Friday afternoons to provide high quality professional development for teachers and staff. Please note that scholars will be dismissed at 12 every Friday and make after school arrangements accordingly.

Period	Time
Breakfast	7:10-7:40
Morning Meeting	7:40-8:00
ELA	8:00-9:00
Math	9:00-10:00
Guided Reading	10:00-11:00
Clubs/Choice Time	11:00-11:30
Lunch	11:30-12:00

## ATTENDANCE POLICY\*

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

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

Match keeps accurate records of attendance and will make the records available for inspection by the Department of Elementary and Secondary Education, as necessary. Failure to attend school, except under extraordinary circumstances, may result in school personnel contacting certain state agencies or filing an official complaint with the court. If a student is absent for ten (10) consecutive days during the school year, Match will investigate whether the student intends to return through multiple reasonable efforts, including an attempt to contact the parents by phone, through certified mail and by a home visit. If there has been no successful contact between the family and the school to explain the absences, that student may lose his or her seat at Match and may be considered un-enrolled from the school.

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

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

## TARDY, EARLY DISMISSAL, AND LATE PICK UP PROCEDURES

Given the high rigor of the curriculum, **missing one day at Match can have detrimental effects on a student's learning.** Regular attendance is required. Poor attendance is not tolerated. Instruction cannot be substituted by just making up classwork and homework assignments.

Parents are expected to ensure that their child is in school; please do not allow your child to miss a day of school except for serious illness or legal matter. Absences due to religious holidays and family emergencies will be evaluated on a case by case basis. Excessive absences will be considered a violation of the Match Community Day

School community responsibilities outlined above. We ask that families not schedule vacations or non-emergency appointments during school time. **Families should take advantage of the 12:00pm dismissal on Friday, as well as half-days and vacations, to schedule appointments and travel.**

#### **A. Absences**

Students who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advance permission. The school will provide support at the following intervals:

At 5 student absences, Match Community Day School will contact the family in writing, via a letter sent home, and make a reasonable effort to meet with the parent to develop action steps for student attendance. Teachers will also communicate to family members on the day the letter is sent home.

At the 6th absence (or 5 absences within the first quarter), the administration will require a meeting between the Assistant Director of Operations and the student's family during which an Attendance Contract will be established with the goal of improved attendance.

At the 10<sup>th</sup> absence, the administration will require a meeting with the DOO of the school to address the Attendance Contract and any existing barriers to meeting those goals.

At 15 student absences, the administration will require a family meeting with the teacher and Assistant Principal to discuss high risk of retention and grounds for filing an official truancy report with the city.

At 20 student absences, the school may retain the student for the following school year. A meeting will be required with the Principal and/or Social Worker.

#### **B. Incomplete Days: Lateness and Early Dismissal**

At Match Community Day, if a student does not complete a full school day, s/he is assigned an Incomplete Day. If a student has an unexcused late arrival, s/he is assigned an Incomplete Day. If a student is dismissed early, for any reason, s/he is assigned an Incomplete Day.

Incomplete Days due to traffic, medical appointments, etc. are not excused. Incomplete Days due to family emergencies will be evaluated on a case by case basis by the principal.

Match Community Day may excuse Incomplete Days in cases of court-mandated appearances, serious medical or disability related appointments (if proper documentation is provided), religious observances, or verifiable family emergencies. **Please use Friday afternoons, half days and early dismissals as times to schedule medical and other appointments.**

Late students must check in at the Front Office before reporting to class. Students must arrive prior to 12:30pm Monday through Thursday or 10:15am on Friday in order to be marked as a "late arrival" versus a full-day absence, unless the student returns to school with a note from a medical or legal professional. Students who arrive after 12:30pm Monday-Thursday or 10:15am on Friday are marked as a full-day absence unless the student returns to school with a note from a medical or legal professional. If the student arrives after these stated times but does not return with a note from a medical or legal professional justifying this greater-than-half-day-absence, the student's time away from school will be marked as an unexcused absence. This policy was implemented to ensure that students marked as present are in class for a significant portion of that day.

Students leaving early with parent permission must check out with the Front Office upon departure. Any departure prior to dismissal time –4:00pm for Monday-Thursday, and 12pm on Friday – will be considered an early dismissal and an incomplete day. Early dismissal following field trips will be evaluated on a case by case basis by the Principal. In making these decisions, s/he will consider the time of return from the trip, the remaining schedule blocks, and presence of a family member as a chaperone on the trip. Siblings whose classes did not attend the trip will NOT be excused for early dismissal.

Guests designated by the Match parent to pick up a student will be asked to present ID for safety and verification purposes.

Likewise, if a student needs to be sent home due to an emergency removal, a parent must come to school, meet with the Dean of Students or Principal and remove the student from school grounds. Incomplete Day consequences apply in cases of suspension. Students being sent home for behavioral infractions will not be dismissed unless the parent has physically come to the school (please see Code of Conduct for more details), unless certain rare exceptions apply.

**Excessive Incomplete Days are not tolerated.**

Every 5 Incomplete Days count as one absence within the Match Community Day attendance policy.

Monday-Friday, school begins at 7:30 and scholars may begin arriving at 7:10am for breakfast. School ends at 4:10 PM. Unless a parent contacts the school, and the school has granted permission, no scholar is dismissed early from school.

The school realizes that scholars have doctor, dentist, and other appointments, and asks parents to make every effort to schedule these on vacation days or other times when the scholar is out of school. If an appointment must be scheduled during school hours, the best time is after 1:00 or on a Half Day Friday.

If a scholar is dismissed after 1:00 pm, it will be considered an early dismissal. If a scholar is dismissed before 12:30 pm without nurse permission or a note from the doctor, the missed time will be counted as an unexcused absence. If a scholar is dismissed early or is tardy five or more times in a single trimester, there will be a mandatory meeting scheduled with the parents and the scholar.

In order to be dismissed early, parents must call the office to inform them of:

- reason for the early dismissal,
- the date and time at which the scholar will be picked up from school,
- specifically who will be picking the scholar up from school (first name, last name, and relationship to scholar), and
- a phone number where the parent can be contacted for verification. A Match Community Day staff person will call home to verify every note.

The Nurse or his/her designee will call the parent if a child needs to go home for medical reasons. It will be at the Nurse or his/her designee's discretion whether or not the scholar is allowed to leave early. This will be considered an excused early dismissal. Upon early pick up from the school due to illness, the nurse will communicate to families the conditions which should be met (no fever, no vomiting, etc.) prior to the scholar returning to school. If the nurse identifies a contagious illness and requests scholars to remain home an additional day, the subsequent 1 day of absence will be excused.

### Late Pickup

- In continuance of our policy from previous years, families of students who are picked up late (after 4:30pm) will accrue fees for every minute late the parent/guardian is for pick up.
  - The policy states that families will receive two warnings before charges are accrued. On the third late pick up, families will be charged \$1 for each minute late they are.
  - This policy will go into effect during the second week of school each year

## **PROMOTION POLICY/GRADES**

Several factors are considered in promotion decisions: attendance, grade-level standard mastery, and social/emotional development as cited on the report card. Families will be notified by February if their child is a candidate for potential retention or for summer school attendance.

### **Attendance:**

Scholars who have more than 20 absences during the school year will be considered for repeating their current grade. Please refer to the Attendance Policy section of the Handbook for more details on this policy.

### **Grade Level Standard Mastery:**

Match Community Day teachers assess scholars' performance in relation to the Common Core Standards and the STEP reading assessment. These grade-level standards are used to determine numeric grades in the scholars' report cards. Report cards are sent home four times a year and describe scholar academic goals and academic performance, as well as their performance in behavior and our values.

Scholars are expected to master all standards by the end of each grade level. Grades are based upon a rating scale of Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations as based upon the language of the MCAS state assessment:

- Not Meeting Expectations - Scholar demonstrated minimal understanding or very early stage knowledge and skills related to standard.
- Partially Meeting Expectations- Scholar demonstrated partial understanding and mastery of the standard.
- Meeting Expectations - Scholar reliably demonstrated mastery of standard.
- Exceeding Expectations - Scholar exceeds mastery of standard.

Scholars are expected to earn meeting expectations or exceeding expectations in the core subjects of ELA, Math, and Science. If a Match Community Day scholar does not show mastery of standards, retention meetings will be held between the family, teacher, and assistant principal at the discretion of the principal. Quarters will each be weighted 25%.

Promotion recommendations are made by classroom teachers, special education teachers and administrators. Final promotion decisions will be made by the Principal. The school reserves the right to make exceptions to this policy given special circumstances.

The table below indicates the equivalent values of percentages, letter grades, standards mastery, and passing or failing.

Percentage	Standard Mastery	Rating Scale
89-100	4	Exceeding Expectations
79-88	3	Meeting Expectations
70-78	3	Meeting Expectations
60-69	2	Partially Meeting Expectations
0-59	1	Not Meeting Expectations

## GRADING EXPECTATIONS

All teachers will input 8 grades for all students every two weeks in each subject they take (Math and ELA for grade-level MCD). K2-G5 students will also receive 8 grades every two weeks in Science.

Grades can be a mix of major assessments, i.e. unit tests, minor assessments, i.e. quizzes, and practice assignments, i.e. Classwork, and a Do Now or Exit Ticket. But there should be more practice assignments than minor assessments, and more minor than major assessments graded within a given quarter.

Scholars will be allowed to make up major and minor assessments if they are absent on the day that the assessment was administered. Scholars will be allowed to make up these assessments within a week of administration.

Three gradebook categories, grading approaches and weights:

- 40% Major Assessments
  - Graded for mastery with answer key or rubric; students get testing accommodations
  - Designed before the unit begins and reviewed by IL
  - Students work without teacher feedback, prompting or support beyond IEP accommodations
  - Work is graded at grade-level standard or in a comprehensive manner
  - Exams or projects involve a mix of content and skills from across a whole unit, quarter or year.
  - Projects take multiple days or tests use a whole class period or more
  - Example: unit test or mid-term exam; labs, DBQs, writing projects
- 30% Minor Assessments
  - Graded for mastery (grade level bar for answers, explanation or work) or accuracy (correct answers or work in limited areas)
  - Students work completed with limited teacher feedback, prompting or support beyond IEP accommodations
  - Work is graded for key targeted skills, correct answers and/or work OR for targeted mastery areas (such as FCAs)
  - Tasks can cover one skill in depth or a few skills or content pieces mixed together
  - Task can often or usually be completed in one class period
  - Examples: quizzes, tickets to leave/exit tickets, target tasks, on-demand writing
- 30% Practice Assignments

- Graded for completion or accuracy
- Assess work students do independently or with help or guidance, including teacher, tutor or parent support
- Tasks can cover one skills or piece of content or be mix of multiple pieces of skill or content
- Tasks usually take less than one class period or evening to complete
- Practice grades can include grading only part of an assignment
- Examples: homework, discussions, class participation, classwork, review packets, target tasks, notes, Do Nows

## STANDARDIZED TESTING

Our school and our teachers continually reflect on their instruction, scholar growth, and engage in a data analysis cycle to meet the needs of all scholars. Teachers use reliable data to inform their teaching including frequent reading assessments (STEP), unit tests, interim assessments, quizzes, and informal assessments. Once teachers have analyzed data, they implement an action plan to meet the various needs of all scholars. Scholars know their goals and can articulate what they need to work on to progress towards those goals. Faculty cultivate in scholars the belief that **intelligence is something that they develop through hard work.**

### We use three formal assessments:

1. STEP – The STEP Literacy Assessment® is a developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-kindergarten through third grade scholars as they learn to read using research-based milestones. STEP™ enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence. The University of Chicago Urban Education Institute (UEI) has developed STEP™ over the last decade and has worked with Chicago Public Schools and others in studying its impact.
2. Unit Assessments- Unit assessments are given in grades K1 through fifth grade to track scholar progress and to ensure scholars are on track to meeting their end of year academic growth goals. These assessments are aligned to the Common Core Standards and the MCAS 2.0 assessment (administered in third, fourth, and fifth grade).
3. The MCAS 2.0 assessment which is a state assessment aligned to the Common Core State Standards.

The progress in other subjects including science, social studies, music, and physical education is tracked through teacher developed interim assessments, quizzes, and anecdotal observations. Writing is assessed at the end of every unit with the Teacher’s College Reading and Writing Project Narrative, Information, and Opinion Writing Continuums.

## HOMEWORK POLICY

Homework at Match Community Day is called Life’s Work, because scholars are developing habits “for life”. *We believe the purpose of Life’s Work is to build strong academic habits and strengthen the home-school connection. We also believe that our students should be voracious readers and develop the habit of reading every night. This reading can be with their families, books of their choice, or novels for classwork.*

Having life’s work helps scholars work on executive functioning skills such as organization and time management; skills that will be very important in the future. It helps reinforce what scholars are learning in school, and keeps families informed about what their child is learning as well.

Life's Work should take no longer than 30 minutes per night. It is composed of a short one page assignment in either ELA or mathematics that should take ten (10) minutes, and a nightly reading that should take twenty (20) minutes. Reading can be with a parent or independent; grades can decide to assign classroom texts/novels or let it be free choice, and this should be recorded nightly in the reading log.

Life's Work will be given on Monday-Thursday, and not on weekends or vacations. Reading logs should be completed over the weekend and vacations, so we can keep our scholars in practice and their minds sharp!

We encourage parents to review each assignment with their child, check their work, read nightly with them, and sign their reading log. Parents should feel free to mark incorrect work and do it again with their child to show how much they value perseverance and to give children additional academic practice. This interaction builds a positive relationship between child and parent that will further excite and motivate the child.

The Life's Work is returned to school in the Life's Work Folder, and the entire folder should be turned in using the designated process as scholars enter their classroom. Life's work will be checked daily. If Life's Work is incomplete, scholars will lose points in PowerSchool. Teachers will communicate with families if it's not complete. If the teacher's phone call home does not result in Life's Work improvement immediately, the teacher notifies the Assistant Principal to address the situation with the scholar and the family.

### **Life's work requirements**

#### **The teacher will:**

- Prepare a weekly Life's Work Packet that includes a reading log, and math or writing practice
- Ensure that all work in Life's Work Packets is relevant, meaningful, and related to what happened in class.
- Give scholars a set of strategies to use if they do not understand the Life's Work.
  1. Step 1: Reread the work and think.
  2. Step 2: Try it by yourself.
  3. Step 3: Ask someone in your house for help.
  4. Step 4: Call your teacher on the phone for help.

#### **The scholar will:**

- Complete Life's Work and Reading Log each night.
- Ask a family member to sign the Behavior Log and Reading Log.
- Show their parent/family member important papers from the school that need to be looked at and/or signed.
- Show 100% effort when completing Life's Work.
- Complete all work in the Life's Work Packet neatly.

- Make-up all missed work in a timely fashion.

**The parent/guardian will:**

- Provide a quiet place for Life's Work and reading to be completed.
- Be available to answer questions about Life's Work.
- Allow his/her SCHOLAR to call his/her teacher/tutor for additional help if needed.
- Develop a nightly routine for completing this work. Make sure their scholar starts the work early enough so that they have time to complete it and get 10-12 hours of sleep.
- Check their scholar's work when he/she is done to make sure that ALL parts have been completed and have been done neatly.
- Be available to read with their scholar, or monitor older students that are reading independently.
- Sign the Behavior Log.
- Sign the Reading Log.

## **EXTRACURRICULARS**

Extracurricular activities sponsored by Match are nondiscriminatory and operate in accordance with the Non-Discrimination and Harassment Policy (Exhibit A).

## **FIELD TRIPS**

Field trips are an important part of the learning experience and will be planned regularly by classroom teachers. During these activities, it is important for all scholars to be responsible for their behavior since the site of the activity is a temporary extension of the school and because they are representing Match Community Day. All of the policies and consequences of the Code of Conduct are in effect during on field trips. Whenever scholars are scheduled to go off campus on a field trip, parents will receive detailed information and permission slips to sign.

We want parents to be involved in Match Community Day! Parents are encouraged to volunteer during on field trips. We need for all volunteers to commit to supporting the policies of the Code of Conduct and carefully following the safety guidelines provided by the school and staff. Volunteers are not permitted to bring other children on field trips as they will distract from the focus on the Match Community Day scholars.

In some cases involving scholar safety and behavior, parents will be asked to chaperone in order for their scholar to participate in the Field Trip.

Chaperone Policy:

Because our school is so large and we provide many field trips during the year, field trip chaperones must be scheduled/approved to attend prior to date of field trip. We have an expected limit of 3 parents per class. If you are interested in chaperoning – please contact your child's teacher.

All interested parents must fill out a CORI form and be approved by the Front Office before chaperoning. Chaperone spots are filled on a first come, first serve basis. Parents who have not followed this process will not be accounted for in transportation and ticketing.

We will work hard to include any interested parents throughout the year, but we may not be able to accommodate every parent for every trip. If three chaperones have already been assigned, you may be permitted to attend on conditions such as individual transportation and ticket purchase. These decisions are made on a case by case basis by the Director of Operations and school Principal. Please contact us with any additional questions.

## **SUMMER ACADEMY**

Scholars who are behind grade level academically or who have accrued excessive absences will be required to attend three weeks of summer academy during July. Families will be notified in the spring and will receive additional information at that time if their student is a candidate for Summer Academy.

## **RIGHTS OF STUDENTS WITH DISABILITIES\***

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

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

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

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

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

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

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

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

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

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

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

1. The parent shall contact the Special Education Director or the Principal and request an observation. The parent will indicate the name of the person who will conduct the observation and the affiliation of that person to the child and/or parent.
2. If the request for the observation comes from someone other than the parent, Match will need to confirm with the parent the identity of the observer and ensure that the parent consents to the observation in writing. If the designee wishes to access the student's records, Match must also obtain written consent from the parent before allowing the designee to access the student's records in accordance with Massachusetts law and the Student Records Policy (Exhibit F).
3. Upon notification of the request for the observation, Match will provide timely access to the student's current or proposed educational program. The school will contact the parent and/or designee to schedule a mutually convenient time for the observation. Please be advised that there may be certain times of the year that the school generally will not schedule observations, such as during exams, due to the disruption the observation would cause during these particular time periods. If the observation is requested during one of these time periods, Match will work with the observer to find another mutually agreeable time for the observation.

4. The school will also discuss with the parent and/or designee in advance of the observation a reasonable time allotment for the observation. The observer will be permitted to observe both academic and non-academic activities if requested. Observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program to be observed.

5. Match is responsible to ensure the safety of its students at all times. If, in the opinion of the school, the observation threatens to compromise the safety of students, the integrity of the program being observed, or if there is a threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, the school may impose reasonable limitations and restrictions on the observation. Match will discuss these concerns with the observer prior to the observation and make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation.

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

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

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

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

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

# Academic Program

## OVERVIEW

Match Community Day is committed to nurturing the growth and development of scholars and moral leaders while maintaining a rigorous academic program that prepares them to graduate from college. To achieve this goal Match Community Day operates an extended school day and school year.

**The 2019/2020 first day of school will be on August 26th. The first week of school (August 26th-August 30th) will all be half days with dismissal at 12 noon.** In this first week of school we will be teaching scholars the rules and routines of the school.

Bus transportation will be provided to all eligible children, and continued as long as scholars abide by the code of conduct. Breakfast and lunch will be served each day as well as two daily snacks.

All Fridays are half days at Match Community Day. We use Friday afternoons to provide high quality professional development for teachers and staff. Please note that scholars will be dismissed at 12 every Friday and therefore parents must make after school arrangements accordingly.

## KEY ELEMENTS TO OUR SCHOOL

Match Community Day's curricula are aligned to the Common Core Standards, the MCAS assessment, and STEP assessment. The focus of our curriculum, instruction, and assessments is to prepare scholars for success in college and beyond.

To achieve our mission of success in college and beyond, our school has a few key elements:

### **1. Excellent instruction, particularly in literacy and second language development.**

We believe that high-quality instruction is essential to a successful school. This includes content (relevant, rigorous concepts and skills) and teaching methods that effectively help scholars master these concepts and skills. The teachers of Match Community Day are experienced in the details of language acquisition and the strategies, including sheltering content and the explicit teaching of academic language, that propel forward scholars who represent the range of English language development levels, special needs, and experience in school environments.

### **2. A commitment to continuous improvement driven by data.**

Our school and our teachers continually reflect on their instruction, and use varied, reliable data to inform their teaching including, frequent reading assessments (STEP), quizzes, and informal assessments. Once teachers have analyzed data, they implement the strategies to meet those needs. Scholars know what is expected of them and what they can expect to learn from each lesson, and faculty cultivate in scholars the belief that intelligence is something that they develop through hard work.

### 3. A focus on strong parent engagement.

By enlisting parents and building their trust, we are able to get scholars to increase their level of effort and reach much higher standards. This value and practice remains a cornerstone of the Match approach and, as mentioned in our vision statement, families are central to the work we will do at Match Community Day.

Families at Match Community Day will receive one call each month, and attend Parent Nights to learn about home academic support strategies, and child health and wellness (in their home languages), Parent Teacher Conferences, and regular celebrations of scholar work. Family members may serve as a Parent Council or Special Education Parent Advocacy Committee representative, or volunteer in other ways in our school.

## COMPONENTS OF ACADEMIC PROGRAM

### MATHEMATICS:

#### ENGAGENY

We aim to grow thinking mathematicians who can use multiple strategies to struggle with, understand, and solve increasingly complex problems. Effective math instruction engages scholars in tackling problems through application of logical strategies and in explaining how and why math works. We use the EngageNY curriculum which is aligned to the Common Core standards. The curriculum requires scholars to think deeply about rigorous problems, and to clearly articulate that math they are doing behind a procedure. The curriculum was developed to address the Common Core shifts in mathematics.

### LITERACY:

At Match Community Day our goal is to build a world of reading to help scholars to become lifelong readers and writers. Scholars typically master reading and writing skills in the grades K1-2 and begin to learn how to discuss books in small groups. By third grade scholars read longer chapter books independently and participate in book clubs. Every scholar is closely monitored through a variety of assessments; 1:1 conferences, in-class observations, STEP Literacy Assessments and Interim Assessments.

Components of the Literacy Program include:

**Read Aloud:** A teacher reads aloud a text, models thinking for the scholars, does explicit vocabulary instruction, and engages scholars in rigorous comprehension conversations.

- **A Balance of Literature and Informational Text:** Scholars engage in high interest text and units that build content knowledge about social studies, science, and the world.
- **Independent Reading:** Scholars read books on their independent level to increase reading stamina and practice skills learned throughout the day.

Grade	K1	K2	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Minutes	**	25	30	35	40	45	50

**\*\* K1 scholars do not have a minimum expected number of minutes to read nightly but rather, a goal to get these scholars excited about reading, to love books, and to learn how to navigate a book. Family members helping with K1 nightly reading can review books with scholars, look at and talk about pictures, and engage in conversations about what is happening in books they are reading as well as what types of books your scholar hopes to read.**

**Writer's Workshop:** This is a block of time dedicated to planning, drafting, editing, revising, and publishing scholar writing. Teachers may utilize modeled writing, shared writing, and interactive writing to provide support and explicit modeling of skills.

**Guided Reading:** During this time, scholars practice the strategies that they have learned in Read Aloud and Reader's Workshop. They practice this through book discussions facilitated by the teacher.

**Word Study:** During this time, students work on strategies for spelling and reading words, including phonics, heart words, letter/sound knowledge in the lower grades

**Shared Reading:** In the lower grades, this block is used to support students in using strategies for reading unknown words, reading smoothly and quickly, and using strategies to comprehend texts that are on the current grade level benchmark

**Reading at Home:** Each scholar at Match Community Day reads independently or with a family member every day to build reading habits and skills. Each scholar is expected to read for 15-45 minutes daily (depending on grade level) and record the title and author in the Reading Log.

## **REPORT CARDS AND PARENT TEACHER CONFERENCES**

In addition to monthly calls and teachers will use progress reports and report cards to communicate scholars' academic and behavioral performance.

- Scholars receive report cards at the end of each quarter. For quarters 1-3, parents/guardians will be required to attend a Parent Teacher Conference in order to receive their scholar's report card. Report cards will not be sent home until a conference has been held. At the conclusion of quarter 4, report cards will be mailed to the address on file.
- Report cards will reflect your scholar's progress toward meeting the standards associated with their grade.
- Scholars will receive a mid-quarter progress report each quarter that accurately reflects their grade to date.

Families are encouraged to schedule in-person meetings with their child's teachers, tutors, the Principal, and other staff whenever they wish.

# General School Information

## 1 FAMILY INVOLVEMENT

Match Community Day is a community of scholars, parents, teachers, tutors and school leaders. We believe in the importance of working hand in hand to make a positive impact on the academic and social growth of every child. Although the job of making decisions about school policy belongs to the Principal, family involvement is not only welcome, but absolutely critical to the success of the school. We want all parents to be actively involved in the education of their child.

One of Match Community Day's goals is to provide parents with more phone communication than any other public school in Massachusetts. We need your help to succeed. Please keep the office informed of changes in phone numbers and/or addresses.

The Parent Council is open for all parents. The meetings are announced and parents are invited to join or to attend. Meetings are scheduled every six weeks and are indicated on our year-long academic calendar. All meetings are held at Match Community Day and food, childcare, and interpretations are provided.

The Parent Council is a collaboration between parents and school leadership. The Principal attends all the monthly meetings. Parents have the opportunity to plan events and activities, raise important issues, and act as a sounding board on new policies and changes at Match. If you are interested in receiving more information, please contact us.

## HEALTH OFFICE\*

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

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

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

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

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

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

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

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

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

Healthy Food Policy As a school we prioritize instilling healthy eating habits in all of our scholars. We partner with Revolution Foods to provide healthy, fun, and delicious school lunches for our school community that include vegetables, fruits, milk, and an entree. We ask that home lunches reflect similar standards. As a result, we ask that **home lunches follow the following guidelines:**

Prohibited Foods	Strongly Discouraged Items	Healthy Alternatives
<ul style="list-style-type: none"> <li>● Soda</li> <li>● Candy</li> <li>● Fast Food items (Dunkin Donuts, McDonalds, etc.)</li> </ul>	<p>Scholars will only be allowed to eat the following items if they have already eaten a balanced school or home lunch</p> <ul style="list-style-type: none"> <li>● Chips (Doritos, Lays, Cheetos, Takkis, etc.)</li> <li>● Desserts (cookies, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Granola bars</li> <li>● Water or milk</li> <li>● Fruits, fruit leathers, or vegetables</li> <li>● Prepackaged salads or sandwiches</li> <li>● Greek yogurt or fresh fruit</li> </ul>

If a scholar brings a prohibited food item to school for lunch or snack, a teacher or administrator will ask them to return it to their lunchbox or backpack and save it for home. We will provide them with a replacement school lunch in this case to ensure scholars eat during meal time. We do this in order to maintain consistency between scholars and avoid distractions from trendy junk foods.

## HOME HEALTH

Children will function better and be happier when they are well nourished and well rested. The medical guideline for sleep needed for elementary children is 10-12 hours per night. **Children may be irritable, hyperactive, or have trouble focusing if they miss even an hour of their required sleep.** We recommend parents begin reading with children at 7:00 pm or 7:30 pm so that children are asleep by 7:30 pm or 8:00 pm. Additionally, we recommend scholars should be off of social media by 7:00pm to avoid scholars staying up beyond their bedtime and ensure they are rested for the next day.

**The food children eat should be free of unnecessary sugar and fat.** Avoid flavored and sweetened milk (chocolate or strawberry), soda, and fruit juice. The best option for beverages is water, skim or reduced fat milk, and fruit juice that has been diluted with water. Research shows that families that have sit-down meals together are physically healthier and have better communication and relationships. If you would like information on nutrition and health, or help learning about foods and recipes that will fuel your child – and yourself – toward success, please let us know.

TV, video games, and cell phones are distractions to children, do not generally build knowledge or academic skills, and can serve to deprive them of time for Life’s Work and sleep. **We strongly encourage families to limit the amount of TV and video games a child is allowed.**

We realize that older scholars (G3-G5) may have personal cell phones, tablets, or computers. We take cyber security and cyber bullying very seriously and **ask that scholars who have personal devices receive frequent and regular monitoring regarding phone activity.** Scholars should not be using apps like SnapChat as they are too young to meet the “Terms of Service” for these products. (“No one under 13 is allowed to create an account or use the Services”). Additionally, social media sites like Facebook require parent/guardian permission for children under the age of 18 to sign up. Scholars who are found to be abusing SnapChat or other similar programs will have their cell phones or device confiscated until a family member can attend a meeting with school administrators.

## COMPLAINT PROCEDURE\*

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

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

## **STUDENT RECORDS\***

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

## **PARENTS RIGHT TO KNOW\***

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

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

## **IDLING VEHICLES\***

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

## **GIFT POLICY\***

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

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

### Class Gifts

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

### Gifts for School Use

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

## **TRANSPORTATION**

Boston Public School (BPS) provides transportation to scholars who live outside a 1.0 mile radius of the school.

## **CANCELLATION DUE TO POOR WEATHER CONDITIONS**

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Match Community Day follows the same cancellation policies for weather as Boston Public Schools. If Boston Public Schools are closed or delayed for weather, so is Match Community Day. In the event of poor weather, Match Community Day will communicate to families via posting on social media, a parent email, and an automated phone call.

## **LOST/STOLEN PROPERTY AND VISITOR POLICY**

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that scholars bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property, or compensating the family for the value of that property. All clothing, including uniform shirts and sweaters, jackets, and hats should have the child's name written inside. Items left in the lost and found will be donated at the end of quarters. We will provide messaging to families prior to donations so you can look for misplaced items.

## **BIRTHDAY CELEBRATIONS**

MCD will limit birthday celebrations to one day a month in order to prevent loss of learning time. Such celebrations will be small in scale, isolated to classrooms, and must still abide by the Healthy Food Policy. Please coordinate with teachers on how to do this if you are interested in participating.

## STAFF DIRECTORY

First Name	Last Name	Title	Email
Megan	Evans	Art Teacher	Megan.Evans@matchschool.org
Emily	Banta	Assistant Principal	Emily.Banta@matchschool.org
Nola	Kosowsky	Assistant Principal	Nola.Kosowsky@matchschool.org
Jennifer	Mullen	Assistant Principal	Jennifer.Mullen@matchschool.org
Claudia	Amador	Associate Teacher	Claudia.Amador@matchschool.org
Sydney	Anchor	Associate Teacher	Sydney.Anchor@matchschool.org
Courtney	Dumais	Associate Teacher	Courtney.Dumais@matchschool.org
Samantha	Goldsmith	Associate Teacher	Samantha.Goldsmith@matchschool.org
Ashley	Hamilton	Associate Teacher	Ashley.Hamilton@matchschool.org
Rowena	Jimenez	Associate Teacher	Rowena.Jimenez@matchschool.org
Darlyn	Noel	Associate Teacher	Darlyn.Noel@matchschool.org
Emma	Peters	Associate Teacher	Emma.Peters@matchschool.org
Seth	Porinsky	Associate Teacher	Seth.Porinsky@matchschool.org
Ayanna	Robinson	Associate Teacher	Ayanna.Robinson@matchschool.org
Christopher	Saia	Associate Teacher	Christopher.Saia@matchschool.org
Grayson	Solt	Associate Teacher	Grayson.Solt@matchschool.org
Jamie-Dee	Supplee	Associate Teacher	Jamie-Dee.Supplee@matchschool.org
JR	Mannetta	Dean of Students	JR.Mannetta@matchschool.org
Nafeesha	Moore	Dean of Students	Nafeesha.Moore@matchschool.org
Danielle	Walker	Dean of Students	Danielle.Walker@matchschool.org
Frank	Umeh	Interim Dean of Students	Frank.Umeh@matchschool.org

Jocelyn	Lee	Department Head - Language Acquisition Department	Jocelyn.Lee@matchschool.org
Allison	Holcombe	Director of Operations	Allison.Holcombe@matchschool.org
Heather	Holcombe	Director of Reading Intervention	Heather.Holcombe@matchschool.org
Laura	Allen	Director of Social Emotional Learning	Laura.Allen@matchschool.org
Tatiana	Roll	Early Childhood Director	Tatiana.Roll@matchschool.org
Tania	Nora-Aguila	Front Office Manager	Tania.Nora-Aguila@matchschool.org
Brianne	Phelan	G1 Special Education Teacher	Brianne.Phelan@matchschool.org
Katherine	Brea	G1 Teacher	Katherine.Brea@matchschool.org
Tracey	Koch	G1 Teacher	Tracey.Koch@matchschool.org
Maria	Luebbert	G1 Teacher	Maria.Luebbert@matchschool.org
Elizabeth	Mondragon	G1 Teacher	Elizabeth.Mondragon@matchschool.org
Ashlee	Raposa	G1 Teacher	Ashlee.Raposa@matchschool.org
Kirsten	Hunkapiller	G1/G2 Science Teacher	Kirsten.Hunkapiller@matchschool.org
Grace	Stewart	G2 Lead Teacher	Grace.Stewart@matchschool.org
Joshua	Ernst	G2 Teacher	Joshua.Ernst@matchschool.org
Shilpa	Taneja	G2 Teacher	Shilpa.Taneja@matchschool.org
Lody	Friedman	G3 Special Education Teacher	Lody.Friedman@matchschool.org
Dana	Ingall	G3 Teacher	Dana.Ingall@matchschool.org
Shanise	Mallory	G3 Teacher	Shanise.Mallory@matchschool.org
Ava	Miller	G3 Teacher	Ava.Miller@matchschool.org
Aliana	Piatt	G3 Teacher	Aliana.Piatt@matchschool.org
Gisele	Pineda	G3 Teacher	Gisele.Pineda@matchschool.org

Nicole	LaConte	G3/G4 Science Teacher	Nicole.LaConte@matchschool.org
Cheryl	Settens	G4 Special Education Teacher	Cheryl.Settens@matchschool.org
Sam	Duffy-Protentis	G4 Teacher	Sam.Duffy-Protentis@matchschool.org
Jennifer	Glynn	G4 Teacher	Jennifer.Glynn@matchschool.org
Allyson	LaConte	G4 Teacher	Allyson.LaConte@matchschool.org
Madeleine	Vahey	G4 Teacher	Madeleine.Vahey@matchschool.org
Maya	Wilson	G4 Teacher	Maya.Wilson@matchschool.org
David	Holmes	G4/G5 Science Teacher	David.Holmes@matchschool.org
Shanika	Bridges-King	G5 Teacher	Shanika.Bridges-King@matchschool.org
Stacey	Johnson	G5 Teacher	Stacey.Johnson@matchschool.org
Alice	Mitchell	G5 Teacher	Alice.Mitchell@matchschool.org
Anna	Zannetos	G5 Teacher	Anna.Zannetos@matchschool.org
Jaronica	Barbosa	Inclusion Aide	Jaronica.Barbosa@matchschool.org
Chanel	Barros	Inclusion Aide	Chanel.Barros@matchschool.org
Jennifer	Barthelmy	Inclusion Aide	Jennifer.Barthelmy@matchschool.org
Nicole	Hennessy	Inclusion Aide	Nicole.Hennessy@matchschool.org
Ashley	Hodges-Simmons	Inclusion Aide	Ashley.Hodges-Simmons@matchschool.org
Lisette	Kelly	Inclusion Aide	Lisette.Kelly@matchschool.org
Sean	Williams	Inclusion Aide	Sean.Williams@matchschool.org
Julia	Steele	K1 Paraprofessional	Julia.Steele@matchschool.org
Sarah	Gilbert	K1 Teacher	Sarah.Gilbert@matchschool.org
Tanera	Martin-Williams	K1 Teacher	Tanera.Martin-Williams@matchschool.org
Yasmin	Torres	K1 Teacher	Yasmin.Torres@matchschool.org
Karin	Klenk	K2 & G1 Science Teacher	Karin.Klenk@matchschool.org

Deborah	Cooper	K2 Teacher	Deborah.Cooper@matchschool.org
Shelby	Holt	K2 Teacher	Shelby.Holt@matchschool.org
Tatiana	Medina-Barreto	K2 Teacher	Tatiana.Medina-Barreto@matchschool.org
Katelyn	Mencke	K2 Teacher	Katelyn.Mencke@matchschool.org
Yeji	Lee	Language Acquisition Teacher	Yeji.Lee@matchschool.org
Jessica	Martzall	Language Acquisition Teacher	Jessica.Martzall@matchschool.org
Jacqueline	Stokes	Language Acquisition Teacher	Jacqueline.Stokes@matchschool.org
Maria	Melendez	Lunch Assistant	Maria.Melendez@matchschool.org
Dolores	Mercado	Lunch Assistant	Dolores.Mercado@matchschool.org
Andrew	Malkin	Music Teacher	Andrew.Malkin@matchschool.org
Kevin	Strand	Network Special Projects Coordinator	Kevin.Strand@matchschool.org
Stephanie	Thomas	Nurse	Stephanie.Thomas@matchschool.org
Devon	Casey	Occupational Therapist	Devon.Casey@matchschool.org
Erin	Julian	Occupational Therapist	Erin.Julian@matchschool.org
Megan	McDonnell	Physical Education Teacher	Megan.McDonnell@matchschool.org
Zachary	Seegers	Physical Education Teacher	Zachary.Seegers@matchschool.org
Jabari	Peddie	Principal	Jabari.Peddie@matchschool.org
Sarah	Hyman-Casilli	Social Worker	Sarah.Hyman-Casilli@matchschool.org
Angela	Slevin	Social Worker	Angela.Slevin@matchschool.org
Samantha	Bracy	Special Education Director	Samantha.Bracy@matchschool.org

Larissa	Andrade	Special Education Teacher	Larissa.Andrade@matchschool.org
Elaini	Daigle	Special Education Teacher	Elaini.Daigle@matchschool.org
Jessica	Johnson	Special Education Teacher	Jessica.Johnson@matchschool.org
Meaghan	McBride	Special Education Teacher	Meaghan.McBride@matchschool.org
Rondell	McNeill	Special Education Teacher	Rondell.McNeill@matchschool.org
Gail	Herman	Speech and Language Pathologist	Gail.Herman@matchschool.org

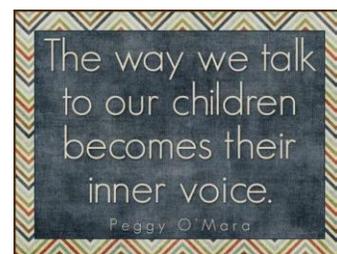
# Code of Conduct

## OUR PHILOSOPHY

At MCD, we are a community of committed educators who believe in high expectations, and high support for ALL of our scholars. Our mission is for our scholars to be successful in college and beyond. In order to achieve this mission, we believe that a safe, supportive, and structured culture focused on learning is essential. We want for our scholars to strive to be the best versions of his or herself every day. We give scholars on-going feedback about their choices, and guide them through learning conversations. We always assume the best and have a growth mindset about all scholars. We engage with our scholars with the understanding that all children want to be successful.

## HAPPY HEARTS, HAPPY KIDS (K1 SCHOLARS)

At Match Community Day, the K1 program supports all children who are happily engaged in learning. We provide opportunities for all learners through a balance of play, song, and movement; interwoven with more structured math and literacy lessons. Each day, the scholars are surrounded by loving educators who provide a safe and peaceful, yet academically rigorous environment. We find this approach supports not only academic growth but social-emotional and physical as well. As key partners in our scholars' educational journey, we ensure that families are informed and welcomed in our classrooms. Our ultimate goal is to guide scholars in their development as individuals, to instill a love of learning and foster courage to meet new challenges with excitement.



We believe that It is our responsibility to guide children in a safe, supportive and nurturing way. We always assume the best and engage with our scholars with the understanding that all children want to be successful and that they have struggles and will communicate needs through behavior. Because of this, we strive to ensure that our responses to scholar's choices are always developmentally appropriate and an opportunity to help our children grow as happy and healthy individuals. We believe that we communicate with our young children with a growth mindset

and using a calm and respectful tone that always protects their dignity.

In our K1 classrooms, we use a visual to support scholars to increase their awareness around their growth as young individuals. This is represented by a train track and scholars are provided with feedback around being on or off the track. Being **on track** means that the child is using all their strategies to be the best they



can be. Being **off track** means the scholar is communicating a need through behavior and requires support from the classroom teacher. Teachers support scholars who are off track by having an appropriate learning conversation that helps them understand their choice and supports them to integrate back with the group and return to on track.

## CHOICE STICK OVERVIEW

Children benefit from ongoing feedback about their choices. In lower elementary (K2-2nd), classrooms use the Choice Stick. Each scholar has his or her name on a clip, which moves up and down throughout the day. A scholar's name moves up when he or she makes good choices. A scholar's clip move down, when he or she is off task. This consistent visual helps scholars to track their choices, receive feedback on what they are doing well and what they need to change. At the end of the day, each child's Life's Work folder will include feedback about his or her choices throughout the day.

## LEADERSHIP POINTS

Students benefit from feedback on their participation and hard work throughout the day. At MCD, we use Leadership Points as the behavior management system for upper elementary (3rd-5th). Scholars are given a work habit grade of either 0, 1, or 2 for each block in their day. The blocks consist of academic times like math and informational but also include times like lunch and recess. For a scholar to earn a 2 they must go above and beyond the stated target for each block. A 1 would mean they've met the blocks expectations whereas a 0 would indicate their effort was below expectations. Within each block scholars can earn points for demonstrating exemplary behavior or lose points for off-task behavior. At the end of the day, each child's Life's Work folder will include feedback about his or her choices throughout the day.

## SCHOOL DRESS CODE

Match requires all students to be in full dress code whenever they are in the school building. Dress code is checked upon entry to the school building. Students who arrive out of dress code will be lent an item and a notice of violation will be sent home in the scholar's Life's Work folder. If scholars are repeatedly out of uniform, a parent or guardian will be asked to bring appropriate uniform items to school for the scholar to change into. The Match Community Day dress code requires that students wear the following:

Item	Building A (4-5)	Building B (K1-3)
Polos	Royal blue ONLY (with logo from College Hype)	Navy Blue ONLY

Pants/ Skirts or Dresses	Khaki or Navy Blue	
Belts	YES: Black or Brown	NO
Leggings/ Tights	Gray, Navy, Black, White, or Nude	
Sweaters/ Sweatshirts	Gray, Black, Navy, No Hoods	

### Dress Down Days

On certain occasions during the year, the school may designate “dress down” days in which students do not have to wear the uniform.

The following is **NOT** allowed on dress down days:

- Students may never wear torn, ripped, revealing or overly tight clothing
- Students may never wear tights, pajamas, leggings, jeggings, yoga pants, dance pants, athletic pants, or sweatpants as pants
- Students may never wear clothing with profanity or gang references
- Students who wear skirts/shorts must wear skirts/shorts that are no shorter than one inch above the knee
- \*All dress down day “appropriateness” decisions will be at the discretion of the school.

Families should purchase uniform shirts and sweaters by filling out a uniform order form (available at the front office) and delivering it to College Hype at 540 GALLIVAN BOULEVARD, DORCHESTER, MA 02124 (1-888-983-3625) or order online at [www.collegehypegear.com](http://www.collegehypegear.com).

## BUS BEHAVIOR

Match Community Day scholars are expected to conduct themselves as young professionals at all times, including while on the school buses. This means that scholars are to be kind and courteous in all situations. Match Community Day scholars are expected to use good manners and say “Please” and “Thank you”.

If a scholar does not uphold Match Community Day values of courage, discipline, and perseverance or violates the Code of Conduct while on the bus, it may result in disciplinary action

While on the bus scholars are expected to:

1. Remain in their seat

2. Keep the aisles clear
3. Keep their hands, feet, and bodies to themselves
4. Use restaurant voices to speak only to other scholars near them
5. Use respectful language to scholars and adults
6. Refrain from eating
7. Listen to all directions of the bus driver or monitor

If a scholar does not adhere to these expectations it may result in disciplinary action at the discretion of the school. Our ladder of consequences for bus violations is as follows (Please note any bus suspension is for the morning and afternoon bus ride)

- 1st Violation, Bus warning sent home
- 2nd Violation, 1-day bus suspension
- 3rd Violation, 2-day bus suspension
- 4th Violation, 3-day bus suspension
- 5th Violation, 5-day bus suspension.

Upon completion of the 5-day bus suspension, a meeting with the principal will be required to determine if a permanent bus suspension is needed. Egregious misbehavior may result in immediate bus or school suspension at the discretion of the school.

## HALLWAY BEHAVIOR

At MCD, scholars are expected to be silent in lines, in order to minimize disruptions to classrooms. In line, scholars should move safely, calmly and quietly.

## GUM POLICY

Scholars are not permitted to have gum on campus. Scholars with gum should be asked to spit it out. If scholars repeatedly have gum, appropriate consequences should be given.

## CELL PHONES, TOYS, AND ELECTRONIC DEVICES

Scholars are not permitted to bring non-essential items of value—monetary or sentimental—to school since they cannot be securely stored and cause problems when they are lost or taken. This includes toys, stuffed animals, and favorite blankets. The school is not responsible for lost or stolen items. While Match Community Day strives to prevent theft of any item, the school will not spend time tracking down items that should not be in school in the first place.

**Use of cell phones and other electronics is forbidden in school and on the bus.** Scholars do not need cell phones at school and we discourage parents from allowing scholars to take them to school. If a scholar does have a cell phone, he or she must keep it OFF and in his or her backpack during the school day and on the bus. Scholars found to be using a cell phone or who have a cell phone turned on during the school day will have it confiscated and will

be subject to consequences for violating the Code of Conduct. The phone will not be returned to the scholar; a parent or guardian will be required to come to the school to retrieve it. Repeated violations of this policy may result in indefinite confiscation of the phone irrespective of any costs or fees scholars and/or their families may incur as a result.

TV, video games, and cell phones are distractions to children, do not generally build knowledge or academic skills, and can serve to deprive them of time for Life's Work and sleep. **We strongly encourage families to limit the amount of TV and video games a child is allowed.**

## **SMOKING POLICY\***

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

## **SCHOOL SEARCHES\***

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

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

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

## **ANTI-HAZING\***

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

## **PHYSICAL RESTRAINT\***

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

## **DISCIPLINARY DUE PROCESS\***

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

## Exhibits

### EXHIBIT A

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

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

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

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

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

##### ***Harassment***

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

Harassment can take the form of offensive jokes, slurs, comments, innuendoes, notes, displays of pictures or symbols, gestures, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures or other conduct that offends or shows disrespect to others based upon race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement, or homelessness.

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

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

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to students may also constitute sexual harassment. Furthermore, sexual violence perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, use of drugs or alcohol, or intellectual disability), including rape, sexual assault, sexual battery and sexual coercion are forms of sexual harassment.

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

Incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Match will comply with all legal requirements governing the reporting of suspected cases of child abuse and criminal violations to the appropriate authorities, including the Department of Children and Families.

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

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

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

Match staff will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain the confidentiality of both the complainant and the alleged aggressor to the extent practicable under the circumstances. Match will inform the complainant that its ability to respond to an allegation of harassment may be limited if the student requests that his or her name not be disclosed and that it will take steps to prevent and respond to retaliation. However, if the student still requests confidentiality, Match will investigate and respond to the complaint while respecting the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students. In addition, if a student accuses an employee of sexual harassment, and the alleged harasser would need access to the name of the accuser and the nature of the allegation in order to defend him or herself in accordance with his or her federally protected due process rights, Match's ability to impose disciplinary action against such an alleged harasser may be limited.

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

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

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

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

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

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

Rights within the United States Department of Education, which is located at the John W. McCormack Building, 5 Post Office Square, Boston, MA ((617) 289-0111).

**(Updated: June 14, 2018)**

## EXHIBIT B

### Bullying Prevention Plan for MATCH CHARTER PUBLIC SCHOOL

#### I. LEADERSHIP

*School leadership at all levels of Match Charter Public School (“Match”) plays a critical role in developing and implementing the Bullying Prevention Plan (the “Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students and School Staff to be civil to one another and promoting understanding of and respect for diversity and difference. Leaders are responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to Bullying (as defined in Section VIII, below). Leaders work to involve representatives from the greater school and local community in developing and implementing the Plan.*

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan will be developed in consultation with teachers, School Staff (as defined in Section VIII, below), professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation will include, at a minimum, notice and a public comment period before the Plan is adopted.

a. **Teachers, School Staff, professional support personnel, school volunteers and administrators** will be emailed the draft plan each summer and will be given a deadline to provide feedback to leadership.

b. **Community representatives and local law enforcement agencies** will be given notice and a deadline for providing comments to leadership.

c. **Students, parents and guardians** will be notified of the draft plan and will be given an opportunity to provide feedback to leadership at Parent Advisory Council meetings (for parents) and school meetings (for students).

B. Assessing needs and resources. This Plan is our blueprint for enhancing capacity to prevent and respond to issues of Bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and School Staff, assess the adequacy of current programs; review current policies and procedures; review available data on Bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This “mapping” process will assist leadership in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

At least once every four years Match will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our

schools. Additionally, Match will annually report bullying incident data to the Department and will update the Plan at least biennially.

Leadership will conduct a needs assessment using the following techniques: 1) surveying students, School Staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of Bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Needs assessments will be conducted through in-person individual and group meetings in the spring and early summer, allowing leadership adequate time in the summer to implement new strategies. The Responsible Administrator (as defined below) of each Match school will together take ownership over conducting and responding to this needs assessment.

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

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

9) Leading the parent or family engagement efforts and drafting parent information materials – **Each school's Responsible Administrator**

10) Reviewing and updating the Plan each year, or more frequently – **Each school's Responsible Administrator**

D. Priority statement: The mission of Match is to prepare its students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. We intend this school to serve a large number of English language learners. To that end, we are committed to providing all students with a safe learning environment that is free from Bullying, including Cyberbullying (as defined in Section VIII, below). This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of Bullying and other harmful and disruptive behavior that can impede the learning process.

## II. TRAINING AND PROFESSIONAL DEVELOPMENT

Under M.G.L. c. 71, § 370 we are required to provide ongoing professional development for all School Staff.

A. Annual School Staff training on the Plan. Annual training for all School Staff on the Plan will take place each summer. Training will include School Staff duties under the Plan, an overview of the steps that the Responsible Administrator will follow upon receipt of a report of Bullying or Retaliation (as defined in Section VIII, below), and an overview of the Bullying prevention curricula to be offered at all grades throughout the school. School Staff members hired after the start of the school year are required to participate in training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for School Staff to create a school climate that promotes safety, civil communication and respect for differences. Professional development will build the skills of School Staff members to prevent, identify, and respond to Bullying. As required by M.G.L. c. 71, § 370, the content of professional development will be informed by research and will include information on:

- (i) Developmentally (or age-) appropriate strategies to prevent Bullying;
- (ii) Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop Bullying incidents;
- (iii) Information regarding the complex interaction and power differential that can take place between and among an Aggressor, Target, and witnesses to the Bullying;
- (iv) Research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the school environment;

- (v) Information on the incidence and nature of Cyberbullying; and
- (vi) Internet safety issues as they relate to Cyberbullying.

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

- C. Written notice to staff. Leaders at Match will provide all School Staff and volunteers with an annual written notice of the Plan by publishing information about it, including sections related to School Staff duties and Bullying of students by School Staff, in the Employee Handbook.

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

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

- A. Identifying resources. All staff at Match will work to support the creation of positive school environments. Early interventions will be implemented, as will intensive services when necessary. In spring and early summer of each year, leadership will use the needs assessment to identify existing and needed resources. If it is determined that our resources are insufficient to meet needs, we will determine the best strategies and implement changes, including adopting new curricula, reorganizing staff, establishing safety planning teams and identifying other agencies that can provide services.
- B. Counseling and other services. Counseling will be provided by contracted licensed professionals. When necessary, leadership will create partnerships with community based organizations to provide culturally and linguistically appropriate resources. The Responsible Administrators, along with social workers and other School Staff members, will develop safety plans for students who have been Targets of Bullying or Retaliation. Certain tools, including behavioral intervention plans and individualized groupings, already exist as resources and guidelines to provide social skills to prevent Bullying and intervention services for students exhibiting Bullying behaviors.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to Bullying, harassment, or teasing because of his/her disability, the IEP Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to Bullying, harassment, or teasing.
- D. Other students who may be at risk. Match recognizes that students may be more vulnerable to Bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance,

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

E. Referral to outside services. When Match leaders, with the guidance of licensed professionals, determine that school resources are insufficient to address a Bullying situation, student and families will be referred to outside services. Families will be notified of referrals in writing and licensed professionals and a social worker will be available to provide guidance throughout the process.

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

1. Department of Children and Families. The Responsible Administrator may report to this agency suspected abuse or neglect or substantial attendance concerns.
2. Outside Counseling. Match employs a social worker who is meant to provide some school-based services, but given that many students could benefit from regular counseling beyond what the school has the capacity to provide, the social worker will help families secure counseling from outside providers when appropriate. The easiest way for families to do this is to obtain a referral from their primary care physician.
3. Outside Mentoring. Finding good mentors for Target and Aggressor students can be a helpful intervention, but it can be a lengthy process. Parents must be involved in order to complete paperwork and be interviewed. Initial referrals can be accessed at: <http://www.bbbsmb.org/GetInvolved/ReferAChild/Default.aspx> or <http://www.bigsister.org/index.cfm?pid=10569>.
4. Family Stabilization Team ("FST"). This option is appropriate when the student and family would benefit from intensive support or family therapy. FST services are one of many behavioral health (mental health and substance abuse) services that BMC HealthNet Plan MassHealth Plan members are offered.

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

Age-appropriate instruction on Bullying prevention in each grade will be incorporated into our curricula. Curricula will be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for Bullying prevention and social skills development.

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

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students or School Staff engaged in acts of Bullying or Retaliation, including seeking adult assistance;

- Helping students understand the dynamics of Bullying and Cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Students will also review the student-related sections of the Plan with staff in September.

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

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

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

The following policies and procedures for reporting and responding to Bullying and Retaliation will ensure that members of the school community – students, parents, volunteers and School Staff – know what will happen when incidents of Bullying occur.

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

Use of an Incident Reporting Form is not required as a condition of making a report. Match will: 1) include a copy of the Incident Reporting Form in the Student and Family Handbook and the Employee Handbook; 2) make it available in the school's main office, and other locations determined by the Responsible Administrator; and 3) post it on Match's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, Match will provide the school community, including School Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources will be incorporated in the Student and Family Handbook, the Employee Handbook, on the Match website, and in information about the Plan that is made available to parents or guardians.

- **Reporting by School Staff or Volunteers:** A School Staff member or volunteer will report immediately to the Responsible Administrator <sup>[1]</sup> when he/she witnesses or becomes aware of conduct that may be Bullying or Retaliation. The requirement to report to the Responsible Administrator does not limit the authority of the School Staff member to respond to behavioral or disciplinary incidents consistent with the Code of Conduct, the Student Discipline Policy, and other applicable policies and procedures.
- **Reporting by Students, Parents or Guardians, and Others:** Match expects students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student to report it to the Responsible Administrator or to the Board of Trustees or its designee when the Responsible Administrator is the alleged Aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged Aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a School Staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying with a School Staff member, or with the Responsible Administrator.

B. Responding to a report of Bullying or Retaliation.

- **Safety:** Before fully investigating the allegations of Bullying or Retaliation, the Responsible Administrator will take steps to assess the need to restore a sense of safety to the alleged Target and/or to protect the

alleged Target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the Target and/or the Aggressor in the classroom, at lunch, or on the bus; identifying a School Staff member who will act as a “safe person” for the Target; and altering the Aggressor’s schedule and access to the Target. The Responsible Administrator will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

- **Obligations to Notify Others**

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

In making this determination, the Responsible Administrator will, consistent with the Plan and with applicable Match policies and procedures, consult with the school resource officer, if any, and other individuals the Responsible Administrator deems appropriate.

C. Investigation. The Responsible Administrator will investigate promptly all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved, and/or information related to the School Staff member or volunteer involved.

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

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

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

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

D. Determinations. The Responsible Administrator, in consultation with the panel, will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the Responsible Administrator will take steps reasonably calculated to prevent recurrence and to ensure that the Target is not restricted in participating in Match or in benefiting from Match activities. The Responsible Administrator will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Responsible Administrator may choose to consult with the students' teacher(s) and/or social worker, and the Target's or Aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior and to assess the level of need for additional social skills development.

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

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

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the Responsible Administrator determining that Bullying or Retaliation has occurred, the law requires that Match use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Responsible Administrator may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-Bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with social workers and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Responsible Administrator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Responsible Administrator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan, the Code of the Conduct, the Student Discipline Policy, the Discipline for Students with Disabilities Policy and all applicable state and federal laws.

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

If the Responsible Administrator determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

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

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

## **VI. COLLABORATION WITH FAMILIES**

Each year Match will inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about how parents or guardians can reinforce the curriculum at home and the dynamics of Bullying, including Cyberbullying and online safety. Match will send parents written notice each year about the student-related sections of the Plan and Match's Acceptable Use Policy. Notice of the student-related sections of the Plan will be made available in the language(s) most prevalent among parents or guardians. Match will post the Plan and related information on its website.

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

Acts of Bullying, which include Cyberbullying, are prohibited:

- (i) On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by Match or through the use of technology or an electronic device owned, leased, or used by Match, and
  
- (ii) At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by Match, if the acts create a Hostile Environment (as defined in Section VIII, below) at Match for the Target or witnesses, infringe on their rights at Match, or materially and substantially disrupt the education process or the orderly operation of Match.

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

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

## VIII. DEFINITIONS

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

“Bullying,” as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or by a member of the School Staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a Target that:

- i. Causes physical or emotional harm to the Target or damage to the Target’s property;
- ii. Places the Target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. Creates a Hostile Environment at school for the Target;
- iv. Infringes on the rights of the Target at school; or
- v. Materially and substantially disrupts the education process or the orderly operation of a school.

“Cyberbullying” is Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of Cyberbullying.

“Hostile Environment,” as defined in M.G.L. c. 71, § 370, is a situation in which Bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

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

“School Staff” means individuals employed by Match, including, but not limited to, educators, administrators, social workers, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

“Target” is a student against whom Bullying, Cyberbullying, or Retaliation has been perpetrated.

## IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of Match, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity or expression, physical appearance, religion, national origin, ancestry, socioeconomic status, academic status, sexual orientation, or mental, physical, developmental, or

sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents Match from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or Match policies.

In addition, nothing in the Plan is designed or intended to limit the authority of Match to take disciplinary or other action under the Code of the Conduct, the Student Discipline Policy, the Discipline for Students with Disabilities Policy, other relevant policies, and any applicable laws, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

#### X. Dispute Resolution

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

**Updated: July 2, 2015**

**Last reviewed: June 14, 2018**

# BULLYING PREVENTION AND INTERVENTION

## **INCIDENT REPORTING FORM**

### I. **REPORT**

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

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

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

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

\_\_\_\_\_

Volunteer

Parent

Administrator

Other (specify)

\_\_\_\_\_

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

\_\_\_\_\_

4. **Information about the incident:**

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

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

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

**Time when Incident(s) Occurred:** \_\_\_\_\_

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

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

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

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

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

6. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please attach additional paper if necessary.

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FOR ADMINISTRATIVE USE ONLY

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

(Note: Reports may be filed anonymously.)

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

\_\_\_\_\_

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

\_\_\_\_\_

# **Bullying Investigation Form**

## **I. Investigation**

1. Investigator(s):

Name	Position

2. Interviews:

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

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

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

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

4. Summary of Investigation

**II. Determination**

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

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

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

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

1. Finding of bullying, harassment, or retaliation:

Bullying                     Yes     No

Harassment                 Yes     No

Retaliation  Yes  No

### III. Actions Taken

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

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

#### 1. Contacts Made

	Name	Date	Contact Type		
			Meeting	Email	Call
Family of Target					
Family of Aggressor					
Other School Personnel					

Notes

2. Actions Taken

**For Target(s)**

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

**For Aggressor(s)**

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

**For School/Bystanders**

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

**IV. Follow Up**

	Date Scheduled	Date Completed
Follow-up with target(s)		

Follow-up with aggressor(s)		
Report forwarded to Principal		
Report forwarded to Executive Director		

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

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

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

## EXHIBIT D

### Physical Restraint Policy for:

## MATCH CHARTER PUBLIC SCHOOL

### Purpose and Background

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

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

### Other Strategies to Calm Students

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

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

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

### Training Requirements

At the beginning of each school year, the principal of each school is required to identify program staff to be responsible for administering proper physical restraint procedures. These individuals will participate in an in-depth

training in the use of physical restraint and appropriate de-escalation methods. This in-depth training will be competency-based and be approximately 16 hours in length and include one refresher training every year thereafter. This in-depth training will include:

- Appropriate procedures for preventing the use of physical restraint, including de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effects on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and
- Instruction regarding the impact of restraint on the student and family, including the psychological, physiological and social-emotional effects.

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

- The role of the student, family and staff in preventing restraint;
- The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- When behavior presents an emergency that requires physical restraint, the types of permitted physical restraint and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, particularly a restraint of extended duration;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in depth training.

#### **What is Physical Restraint?**

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

#### **When May Physical Restraint be Used?**

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

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

Physical restraint should not be used:

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

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

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

Nothing in 603 CMR 46.00 shall be construed to:

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

**How Should Physical Restraint be Administered?**

1. Trained personnel:

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

2. Use of force:

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

3. Safety requirements:

- (a) Restraint will be administered in a manner so as to prevent or minimize physical harm to the student.
- (b) Restraint will not be administered in a manner that prevents the student from speaking or breathing.
- (c) During a restraint, a staff member shall continuously monitor the physical status of the student including skin color and respiration.
- (d) If at any time during the restraint the student displays significant physical distress, the restraint will immediately terminate and medical assistance will be sought.
- (e) Staff will review and take into consideration any known medical or psychological limitations and/or behavioral intervention plans regarding physical restraint on an individual student.
- (f) Staff administering physical restraint will use the safest method available that is appropriate to the situation.
- (g) Restraint will immediately terminate when the staff member determines that the student is no longer at risk of causing imminent physical harm to them self or others or the student indicates that he or she cannot breathe or appears to be in severe distress such as having difficulty breathing or sustained or prolonged crying or coughing.
- (h) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal, which shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- (i) After release of a student from restraint, Match Charter Public School personnel shall review the incident with the student to discuss the behavior that led up to the incident. The principal will review the incident with the staff member who administered the restraint to ensure that proper procedures were followed and to consider if any follow-up is appropriate for students who may have been present during the restraint.

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

1. When restraint must be reported:

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

2. Informing parents:

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

### 3. Reporting to DESE:

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

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

#### **Administrative Review**

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

- (a) Review and discussion of the written reports and comments provided by the students and parents about the use of restraints
- (b) Analysis of circumstances leading up to each restraint, including time of day, day of week, antecedent events, and individuals involved;
- (c) Consideration of factors that may have contributed to escalation of behaviors, alternatives to restraint included de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) Consideration of convening an IEP Team meeting in the event that the student has an IEP; and
- (e) A written plan of action.

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

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

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

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

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

### **Complaint Procedures**

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

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

Updated: June 2019

## EXHIBIT E

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

#### Introduction

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

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

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

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

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

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

#### **Prohibited Behavior**

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

- Any violation of the Acceptable Use Policy or the Bullying Prevention plan, including cyberbullying or any form of online harassment, defamation, libel, slander, or threats
- Unwanted physical contact
- Any violation of the Discrimination and Harassment Policy, including sexual or racial harassment

- Verbal assault
- Threats, written or verbal, online or offline
- Theft, including thefts committed off of school grounds
- Stealing or attempting to steal school property
- Trespassing, such as entering or going into an employee's personal space without his/her explicit permission
- Graffiti, defacement, vandalism or damage to the facilities or the contents therein
- Violation of the Smoking Policy
- Leaving the school building without permission
- Interfering with the appropriate use of school emergency equipment, including, but not limited to, fire alarms, fire detectors, sprinklers, security cameras, or fire extinguishers
- Truancy
- Causing or attempting to cause damage to school property
- Extreme acts of disrespect, such as intimidating, harassing, hazing, spitting at, or causing physical harm to others
- Fighting
- Possession, use or distribution of any marijuana-derived substance or product, including cannabidiol (CBD)
- Violating any other Match rule or policy

### **Consequences**

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

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

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

### **Suspension and Expulsion**

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

#### *In-School Suspension*

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

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

1. The responsible administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the responsible administrator determines that the student committed the disciplinary offense, he/she will inform the student of the length of the student’s in-school suspension, which may not exceed ten (10) days consecutively or cumulatively in a school year.
2. On the same day as the in-school suspension decision, the responsible administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The responsible administrator will also invite the parent to a meeting which will be scheduled on the day of the suspension if possible, and if not, as soon as possible thereafter. If the responsible administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The responsible administrator will send written notice to the student and parent about the in-school suspension, including the reason for and the length of the in-school suspension, and inviting the parent to a meeting if a meeting has not already occurred. The responsible administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the responsible administrator and parent.

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

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

#### *Short-Term Suspension*

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

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

1. **Notice:** The parent and student must both receive oral and written notice. The written notice will be in English and in the primary language of the home if other than English, and sent by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent. Such written notice will include the following:
  - a) the disciplinary offense;
  - b) the basis for the charge;

- c) the potential consequences, including the potential length of the student’s suspension;
  - d) the opportunity for the student to have a hearing with the responsible administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident, and for the parent to attend the hearing;
  - e) the date, time, and location of the hearing; and
  - f) the student and parent’s right to interpreter services at the hearing if necessary.
2. Efforts to Involve Parent: The responsible administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. The responsible administrator must document that he/she has sent written notice and has made at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification in order to conduct a hearing without the parent present.
  3. Format of Hearing: The responsible administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parent, if present, will have an opportunity to present information, including mitigating facts, that the responsible administrator should consider in determining consequences for the student.
  4. Decision: The responsible administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension. The notice of determination may be in the form of an update to the original written notice of hearing. If the student is in preschool or in grades k-3, the responsible administrator shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension before such suspension takes effect.

*Long-term Suspensions and Expulsion*

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

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

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

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

- Possessing a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications
- Possessing a dangerous weapon,<sup>1</sup> including a gun or a knife

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<sup>1</sup> This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons,” administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school will be expelled for a minimum of one school year,

- Assaulting a principal, assistant principal, teacher, teacher's aide or other educational personnel

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

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

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

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

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with exceptions granted only by the Executive Director. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

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

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

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

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

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

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

1. Student rights prior to the disciplinary hearing:
  - a. the opportunity to review the student's record and the documents upon which the responsible administrator may rely in making a disciplinary determination in advance of the hearing;
  - b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  - d. the right to cross-examine witnesses presented by Match; and
  - e. the right to request that the hearing be recorded by the responsible administrator, and to obtain a copy of the audio recording upon request, in which case the responsible administrator will notify all participants that an audio record will be made.
2. The written determination following the disciplinary hearing shall:
  - a. identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  - b. set out the key facts and conclusions reached;
  - c. identify the length and effective date of the suspension, as well as a date of return to school;
  - d. include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school; and
  - e. inform the student of the right to appeal the responsible administrator's decision to the Executive Director, the procedure required to request an appeal (see, "Appeals," below), and that the long-term suspension will remain in effect until and unless the Executive Director decides to reverse the responsible administrator's determination. Notice of the right of appeal will be in English and the primary language of the home if other than English.

Emergency Removal

Notwithstanding the provisions for short-term suspension, long-term suspension, and expulsion set forth above, a student who is charged with a disciplinary offense under M.G.L. c. 71, §37H ¾ may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the responsible administrator's judgment, there is no alternative available to alleviate the danger or disruption.

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

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

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

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

### **Appeals**

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

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

As required by M.G.L. c. 71 §37H, the following statutory language is provided: Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

A student who has been expelled for being convicted or found of a felony or who has been suspended for being charged with a felony, and the Principal has determined that the student's continued presence would have a

substantial detrimental effect on the general welfare of Match has the right to appeal the expulsion to the Executive Director. The expelled student shall have five (5) days following the date of the expulsion to notify the Executive Director of his/her request for an appeal. The Executive Director shall hold the hearing with the student and his/her parent within three (3) calendar days of the request. At the appeal hearing, the student shall have the right to present oral and written testimony on his/her behalf, and the right to counsel at his/her own expense. The Executive Director will render a decision within five (5) calendar days of the hearing which shall be the final decision of the school.

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

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

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

The decision of the Executive Director constitutes the final decision of Match.

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

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

For students who are suspended for more than ten (10) consecutive days or who are expelled, Match has developed a school-wide Education Service Plan. Match's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

Match shall send a list of alternative educational services to students and parents of students who are expelled or have received a long-term suspension for more than ten (10) consecutive days. Match shall document the enrollment of every such student in education services, and shall track and report attendance, academic progress, and other data as required for data reporting purposes. The notice will include a list of the specific education services available to the student and contact information of a Match employee who can provide additional information.

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

As required by M.G.L. c. 71 §37H, the following statutory language is provided: Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

### **Data Collecting and Reporting**

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

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

1. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
2. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Updated: November 4, 2019

## EXHIBIT F

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

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

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

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

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

If it is determined that the student’s conduct was a manifestation of the child’s disability, the IEP or 504 Team will conduct a functional behavioral assessment if one has not yet been conducted and develop a behavior plan (or review and modify an existing behavior plan and IEP or 504 Plan, if necessary), and return the student to his/her current program, unless the student’s parents and Match agree to a change in placement.

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

In the event a student possesses, uses, sells or solicits a controlled substance, possesses a weapon, or seriously injures another person, a special education student may be removed to an interim alternative educational

placement for up to 45 school days regardless of the behavior's relationship to his/her disability. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon the determination that the current placement is substantially likely to result in injury to the student or others.

### *Services*

In the event of a change in placement where the student's behavior is determined to not be a manifestation of the student's disability, or if a student has been removed for special circumstances related to drugs, weapons or serious bodily injury, Match will continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring.

### *Appeals*

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

### *Reporting a Crime*

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

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

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

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

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

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

Updated: June 5, 2019

## EXHIBIT G

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

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

#### **Access and Amendment**

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

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

#### **Confidentiality**

Release of student records generally requires consent of the parent or eligible student subject to certain exceptions. For example, Match employees (including administrators, supervisors, instructors, and support staff members), trustees, or individuals under contract with Match (including attorneys, auditors, medical consultants and therapists, and individuals assisting Match employees in performing their tasks) may access student records as needed to perform their duties without consent by an eligible student or a student’s parent. Match may also release a student’s complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to or receipt of consent from, the eligible student or parent. In addition, Match may disclose student records without consent to state and local law enforcement officials and officials

within the juvenile system in accordance with the law without a parent's or eligible student's consent. Additional instances where student records may be released without consent are set forth at 20 U.S.C. § 1232g(b), 34 CFR § 99.31 and 603 CMR 23.07(4).

Furthermore, Match may disclose directory information (as defined below) without notice or consent unless a parent or eligible student notifies the Principal in writing, within ten (10) calendar days of the receipt of this policy, that he or she objects to the release of any directory information (as defined below). For purposes herein, "directory information" is defined as a student's name, address (except for the address of a homeless student), telephone listing, email address, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, grade level, participation in recognized activities and sports, honors and awards, and post-high school plans.

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

### **Record Retention**

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

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

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

### **Complaint**

Parents and eligible students have a right to file a complaint concerning alleged failures by a school to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Updated: November 14, 2017

Last reviewed: June 14, 2018

## EXHIBIT H

Acceptable Use Policy For:

### MATCH CHARTER PUBLIC SCHOOL

THE CHARLES SPOSATO GRADUATE SCHOOL OF EDUCATION, INC.

THE MATCH FOUNDATION, INC.

#### 1. Purpose and Acceptable Use

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

#### 2. Access to Match Education Computing Systems

- a. Staff. New staff members will receive this policy via the Match Education Employee Handbook. With supervisor permission, Match Education staff members will have access to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: e-mail including conferencing and collaboration tools, web hosting, online subscription databases and information services, Match Education servers for secure file storage, and all resources and tools found on the internet/world wide web. Computing resources at Match Education may change as technology develops. These changes will fall within the purview of this policy as well.
- b. Students. Students will have appropriate access to the internet and the Match Education networks through the schools’ computers to fulfill school related tasks. Students may only use Match

computing systems for educational purposes. Students (and, for Match School students, their families) will receive this policy via the Student and Family Handbook or it will be separately distributed.

- c. Other Users. Guest accounts may be established. Temporary staff or independent contractors, for example (e.g., long term substitutes, service vendors, interns, student teachers, community education instructors, therapy specialists, volunteers), may have guest accounts. A guest's access may be limited.

### **3. Disclaimer**

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

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

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

### **5. Unacceptable Uses**

- a. Match Education computing systems may not be used for political advocacy.
- b. Match Education computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, Match Education computing systems cannot be used as a public access service or a public forum. As such, Match Education reserves the right to place reasonable restrictions on the materials users can access or post through the Match Education computing systems.

- c. Users may not use Match Education computing systems to obtain or share information about staff, students or families for any non-school purpose.
- d. Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for internet materials, users must obtain permission to use material from the copyright holder.
- e. Users shall not attempt to gain unauthorized access to files or accounts using Match Education computing systems.
- f. Users shall not vandalize Match Education computing systems by, for example, causing physical damage, reconfiguring a computer operating system, attempting to degrade or disrupt Match Education computing systems, or destroying data by spreading computer viruses or by any other means. Anyone found to intentionally vandalize Match Education computing systems shall be subject to disciplinary measures and shall be responsible for the costs associated with hardware, software, equipment, materials, data recovery and/or system restoration.
- g. Users shall not pretend to be someone else when sending or receiving electronic communications.
- h. Use of another person's password or account is strictly prohibited.
- i. It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.
- j. Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.
- k. Users shall not download or install any commercial software, shareware, freeware, or similar types of materials on Match Education computing systems without prior approval and authorization from the Director of Technology or his or her designee.
- l. Users shall refrain from actions or language via email, instant messaging, or any other online mode of communication that is discriminatory, or harassing or threatening to others and which may be in violation of Match School's Bullying Prevention Plan or the Match Education Harassment and Discrimination Policy. Users shall refrain from swearing, using vulgarities or using any other inappropriate language or images.

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

- a. When Match Education employees post content on social media, regardless of whether Match Education computing systems or personal computing systems are being used, the following guidelines apply:
  - i. Employees may not post personal identifying information about current or former students or other staff members.

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

## **7. Internet Safety**

- a. Use of the internet has potential dangers. All users and parents of Match School students are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety which is found on the Commonwealth of Massachusetts government website [www.mass.gov](http://www.mass.gov). Search “Attorney General” to find the website of the Office of the Attorney General, where you will find “Cyber Crimes and Internet Safety” under the “Public Safety” heading. Additionally, all students will participate in the Match School anti-bullying curriculum as set forth in the Match School Bullying Prevention Plan.
- b. All users are granted individual accounts and agree to keep passwords secure. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to their supervisor (for staff), Principal or Executive Director (for Match School students) or the Dean (for Sposato students).
- c. Users will refrain from revealing private information (e.g., addresses, phone numbers) in any school-related electronic communications including communications via email, the internet, or other network tools. Specifically, all users should refrain from revealing personal or private information on any commercial or other internet media sharing site (e.g., Facebook; Myspace, Twitter, chat rooms),

particularly if these are not school sponsored or hosted sites. Match Education computing systems should not be used to meet or arrange to meet unknown people.

- d. When accessing the school's resources and data from any systems (including when outside the Match Education networks), staff and volunteers will use due caution to protect the privacy and integrity of student data.
- e. Match Education reserves the right to use filtering technologies to help control users' access to inappropriate internet content and websites while using its networks.
- f. Students may only use the internet for educational purposes. Personal use of social media websites (e.g. Facebook, MySpace, Twitter, etc.) and chat rooms is strictly prohibited.
- g. Any Match School employee who wishes to implement the use of certain educational websites in his/her classroom must follow these procedures:
  - a. The employee shall submit a request to the principal, and the principal will inform the staff member whether the educational use of a certain website in the classroom is permitted.
  - b. Upon approval, the principal will inform the website coordinator at the school. The website coordinator of each school shall maintain a list of educational websites that are being used by students for educational purposes on its website, which shall be updated from time to time.
  - c. In the event that students must be registered for an account in order to use a particular website, staff members shall obscure student information to the extent practicable (i.e., first name, last initial; or initials, matchededucation, etc.).

#### **8. Data and Control**

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

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

- a. Any and all equipment issued by Match Education for use by any user must be treated with due care. All users are responsible for ensuring equipment is not damaged or stolen. Abuse, damage or

improper use should be reported immediately to a user's supervisor or the Director of Technology (for staff), Principal or Executive Director (for Match School students) or the Dean (for Sposato students).

- b. Any and all issues or problems related to any hardware, software, system or network must be reported to the Director of Technology.

#### **10. Violations**

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

Updated: June 14, 2018

# Exhibit I

## MATCH CHARTER PUBLIC SCHOOL

### Parental Notification Relative to Sex Education

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

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

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

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

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

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

Policy updated: June 14, 2018

## EXHIBIT J

### Life-Threatening Allergy Protocol for:

## MATCH CHARTER PUBLIC SCHOOL

### **Preface:**

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

### **Statement of Protocol:**

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

### **Administrative Guidelines:**

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

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

I. Family Responsibility: *Before the start of each school year, the parent/guardian of a student with life-threatening allergy should:*

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

**II. Student Responsibility:** A student with a life-threatening allergy should:

- a. Avoid trading food with others;
- b. avoid any food with unknown ingredients or ingredients known to contain any allergen;
- c. notify an adult immediately if he/she eats, touches, or inhales something that may contain an allergen; and
- d. proactively manage his/her allergy, when developmentally appropriate.

**III. School Nurse Responsibility:** The school nurse should:

- a. Review each students’ yearly enrollment forms and provide a copy of the Life-Threatening Allergy Protocol to parents/guardians of any student with an indicated life-threatening allergy;
- b. develop and implement an IHCP, corresponding EAP, and Medication Administration Plan for every student with a life-threatening allergy prior to school entry, or at the first opportunity after receiving documentation from the parent/ guardian;
- c. share the IHCP and EAP with staff on a need-to-know basis (e.g. school leaders, teachers, food-service personnel, bus drivers, coaches, etc.);

- d. when medically necessary (e.g. peanut allergies), collaborate with school staff to send home a letter to encourage parents/guardians and students to avoid bringing peanut/tree nut or other known allergens into school;
- e. at the beginning of each school year, and on an ongoing basis as needed, provide education and training to all staff on the signs and symptoms of anaphylaxis and EpiPen administration;
  - i. conduct additional training for appropriate staff regarding individual students' life-threatening allergies, symptoms, risk-reduction and emergency procedures, as described in the student's IHCP and EAP;
- f. maintain a list of students with life-threatening allergies in the health office; and
- g. ensure that the school principal and Director of Operations are informed of all procedures and systems that are necessary to ensure the safety of students with life-threatening allergies.

**IV. School Leader Responsibility:** The Principal, the Director of Operations, or his/her designee at each school should periodically review that:

- a. An IHCP is created and implemented for each student with a life-threatening allergy, and that:
  - i. staff are aware of how and when to communicate with the main office and school nurse in the event of emergency;
  - ii. systems are in place to ensure that staff in a temporary situation (e.g. substitute) are aware of, and have access to, the student's IHCP and EAP;
- b. when developmentally necessary, there are procedures for monitoring snack and lunch;
- c. for classes where a student has a life-threatening allergy, when necessary:
  - i. a letter is sent home to encourage parents and students to avoid bringing peanut/tree nut or other known allergens into school;
  - ii. areas are established within classrooms/cafeterias which prohibit consumption of certain foods before and after school hours;
  - iii. there is flexibility in grouping students to limit exposure to potential allergens; and
  - iv. all students with life-threatening allergies have access to all classroom activities and celebrations;
- d. students and staff have access to information regarding proper hand washing techniques before and after eating to limit risk of exposure to allergens;
- e. teachers are discouraged from using food as a reward or incentive, and that the use of food for classroom functions is limited, except as outlined in this policy;
- f. teachers notify parents of any school activity that requires the use of food or potential allergens in advance of the project or activity; and
- g. the eating of food products on routine school bus routes is discouraged, except for those with medical needs (e.g. diabetics)

**V. Teachers and Other Staff Responsibility:** Teachers and staff should:

- a. Become familiar with the IHCP of students under their supervision and respond to emergencies as per the emergency protocol documented in the EAP;

- b. work in collaboration with the school nurse and school leaders, when possible, to inform parents of classmates of students with life-threatening allergies of any classroom restrictions that are necessary to reduce the risk of exposure to life-threatening allergens;
- c. assist in monitoring identified students to help them avoid consuming restricted foods inadvertently brought into the classroom or any baked goods sent to school by anyone other than the student's parent, when possible;
- d. pay particular attention to the contents of animal feeds for any animals that might be present in the classroom as those feeds often contain peanut products; and
- e. be aware that "bullying" situations which utilize allergen triggers against a student with life threatening allergies represents a serious assault and should be dealt with accordingly.

**B. Food at Parties and Celebrations:**

I. Parties and Celebrations: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:

- a. School staff and/or school organizations that provide food items at grade-level or school-wide events during the school day will ensure that food is procured and supplied by the school's food service department when possible, and that the event is monitored using the same guidelines as with snack and lunch; and
- b. staff will utilize alternate celebratory activities (e.g. crafts, videos, etc.), when possible.

**C. Field Trips/ Travel:**

I. Trips: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:

- a. The school nurse and relevant school leaders should be consulted with before determining the appropriateness of each field trip in consideration of safety of the students with life-threatening allergies;
- b. school staff and leaders shall notify the nurse of all travel in a timely manner, when necessary;
- c. prior to departure, the school nurse or leader reminds the chaperone on EMS activation procedures, when possible;
- d. medications, including epinephrine, if prescribed, and a copy of the student's EAP should accompany the student;
- e. a cell phone or other communication device must be available on the trip for emergency calls;
- f. parents of a student at risk for anaphylaxis may be invited to accompany their child on school trips, in addition to the chaperone;
- g. in the absence of accompanying parents/guardian or nurse, another individual must be trained to handle an emergency situation; and

- h. field trips should be chosen carefully to ensure that no student is excluded from a field trip due to risk of allergen exposure.

**D. After School Activities:**

I. School-Sponsored Before/After School Activities: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:

- a. Instructions for accessing EMS shall be posted throughout the school;
- b. Individuals who are responsible for keeping epinephrine by auto injector during events shall be identified by the school nurse;
- c. A current epinephrine by auto-injector should be readily accessible, and an adult staff member onsite should be trained in its use when possible; and
- d. If a medical alert identification (“ID bracelet”) needs to be removed during activities for safety reasons, the student should be reminded to replace his/her ID bracelet immediately upon completion of the activity.

## EXHIBIT K

Substance Use Prevention Policy for:

### MATCH CHARTER PUBLIC SCHOOL

#### Preface:

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

#### Statement of Protocol:

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

#### Administrative Guidelines:

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

### E. Educational Materials for Students and Parents

I. Health Educational Programing: Match will provide high-quality health and wellness education that will include developmentally appropriate information about the dangers of substance abuse. Such programing may include topics such as:

- a. The distinction between drug use and drug abuse;
- b. negative effects of different types of drugs/substances;
- c. factors that cause and affect addiction;
- d. addiction’s effect on the body, the brain, and overall wellness; and
- e. methods to treat and support individuals who are addicted to substances.

II. Opiate Abuse Prevention Materials for Student Athletes: Due to the risk of injury and the subsequent need for pain management, student athletes may be at increased risk for opioid misuse. As such, prior to the start of each sports season, Match will provide to athletes and athletes’ parents with DPH-approved written education information on prescription opioid misuse prevention that is specific to athletics. Such materials shall also be publically available on Match’s website.

III. Resources for Students and Families: On its website, Match will provide links to relevant information, resources and organizations related to substance use and abuse that may be helpful for parents/guardians, students and educators. Match recognizes that parents/guardians play a critical role in the prevention of substance use and abuse, and shall encourage parents to contribute to prevention efforts.

## F. Professional Services and Referrals

I. Role of Staff: Match employs and contracts School-based Licensed Mental Health Professionals (“Mental Health Professionals”) to provide services to students, as well as to provide trainings for staff for the variety of mental health problems that students can experience, including substance use (see Match’s Mental Health Policy). Given that Match staff interact with students on a daily basis and are therefore often able to recognize changes in performance, demeanor, and/or appearance that may indicate a student’s use or abuse of substances, Mental Health Professionals will share information with relevant staff on how to identify and refer for evaluation students who may be at risk of using or abusing substances.

II. Referrals and Collaboration: School leaders and Mental Health Professionals will facilitate referrals to community behavioral health providers, as necessary. Professional best practices should be followed related to communication between staff, parents/guardians, students, and outside providers, as well as for ongoing monitoring and re-entry to school plans, if required.

## G. Substance Use Prohibition

I. Alcohol, Tobacco and Drug Use: A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. Match prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function. Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at school or participation in a school-sponsored activity will be barred from that activity and may be subject to disciplinary action, per the Student Discipline Policy for: Match Charter Public School.

### Information for Parents:

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

(Updated October 5, 2016)

## EXHIBIT L

### **Title I Family Engagement Policy for MATCH CHARTER PUBLIC SCHOOL**

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

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

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

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

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

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