



MAP ACADEMY

Student & Family Handbook 2021-2022

Map Academy Charter School
11 Resnik Rd.
Plymouth, MA 02360

TABLE OF CONTENTS

Letter from Founders

I. General Information

- a. Mission
- b. Vision
- c. Core Beliefs
- d. Board of Trustees
- e. School Contact Information
- f. Daily Schedule/Building Hours
- g. Student Driving/Parking
- h. School Cancellations/Snow Days
- i. Health Office
- j. Student Support
- k. Parent/Family Involvement
- l. Age of Majority
- m. Search and Seizure of Property
- n. Cell Phones/Headphones
- o. Student Dress Code
- p. Outside Boundaries
- q. Leaving School Property
- r. Technology
- s. Student Dining/Food & Drink
- t. Facility/Use of Space
- u. Community Norms
- v. Fire & Safety

II. Academic Program

- a. Instructional Delivery
- b. Tracker
- c. Competencies
- d. Rubrics/Levels
- e. Feedback/Culture of Revision
- f. Grading Policy
- g. Plagiarism
- h. Transfer of Credits from Prior Schools
- i. Anchor

III. Policies

- a. Enrollment and Admissions Policy
- b. Attendance & Dismissal Policy
- c. Restorative Practices/Collaborative Problem Solving
- d. Code of Conduct
- e. Expulsion Policy
- f. Withdrawal Policy
- g. Non Discrimination Policy
- h. Bullying, Harassment, and Hazing Policy
- i. Acceptable use of Technology
- j. Smoking/Vaping Policy
- k. Substance Misuse Policy
- l. Student Records/Directory Information
- m. Restraint of Students Policy

IV. Appendix

- a. Map Academy Wellness Policy
- b. Map Academy Graduation Requirements
- c. Sexual Harassment/Title IX Policy

Founders' Welcome

Dear Map Academy Students and Families,

A lot of people ask if Map is an acronym - it is not. The name Map Academy was born at the beginning of our journey to bring a new school model from idea to reality while working for Plymouth Public Schools. During a presentation to a group of local community stakeholders about the need for a new high school option, we focused on a physical map of Plymouth. On that map, we placed a red dot on the home address of every student who had dropped out of high school in the last four years; a green dot for every student who was enrolled in an alternative program; and a yellow dot for every middle school student identified as high risk of dropping out of high school according to the Massachusetts Early Warning Indicator System data. This map, which now hangs in lobby of Map Academy, has 398 dots on it. To us, those dots weren't just stickers on a map; they were real kids and families, many of whom we knew personally through our roles with the district and many of whom will be in our first cohort of Map Academy students. 398 students who needed and deserved a new option.

We knew that these students and families didn't want to give up on high school, but we also knew that they didn't fit the mold of an educational model that was created centuries ago and hasn't fundamentally changed much since then. We knew that if given the choice, most of these students would elect to attend a school that provides support and an opportunity for a better future rather than drop out or walk across the stage with a diploma but without an actionable plan for life beyond graduation. We knew that kids shouldn't progress based on what year they were born. We knew that we couldn't punish away attendance and behavior issues. We knew that telling kids they failed classes and making them double up in core academics to "catch up" did nothing more than push them further away from school. We knew that far too many kids were graduating with no plan and far too many more were not graduating at all. We knew that social emotional needs had to be met before academic progress was expected. We knew that families were increasingly frustrated and at a loss for how to help their children succeed.

And finally--we knew that we could help.

In creating Map Academy we had a single goal: to put students at the center and to make all decisions about teaching and learning, curriculum, systems, supports, schedules, staffing, and environment with the student experience as the sole focus. When the focus remains squarely on the needs and the experience of the student, all of the traditional constructs that push so many students away from school fade into the background. The 398 dots on that original map and countless other students deserve a high school experience that is tailored to their needs and allows them to thrive.

Essentially, we knew that we needed to do high school differently. So it is with great pleasure that we welcome you to Map Academy.

We're so glad you found your way here,

Rachel Babcock and Josh Charpentier

Co-founders and Co-directors

I. General Information

a. Mission

Map Academy helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.

b. Vision

The vision of Map Academy is to be a haven for disconnected and underserved students, and to empower them toward high school graduation and beyond. We envision a collaborative community, rich with local partnerships shifting the paradigm from competition to collaboration, providing more opportunities for greater Plymouth's most vulnerable students. This model meets demand for high quality pathways for youth whose needs are not being met by traditional high schools, and can be replicated in other communities in Massachusetts and beyond.

c. Core Beliefs

As a truly student-centered school, Map Academy commits to:

1. Making graduation real and meaningful for every student, so that a high school diploma represents true readiness for life after high school.
2. Maintaining a learning community where staff and students demonstrate mutual respect and foster trust.
3. Holding all students to common high academic standards with a competency-based approach to instruction and assessment.
4. Identifying, cultivating, and building upon each student's unique strengths, interests, and talents.
5. Providing flexible pathways to graduation and multiple opportunities to develop the knowledge, mindsets, and skills necessary to succeed in school and in life.
6. Incorporating personalized wraparound services to prevent obstacles in students' lives from impeding their academic success.
7. Reimagining the traditional school day and year so appropriate supports and staff are accessible all day, year round.
8. Ensuring that students feel connected and comfortable reaching out when they have lost hope and need someone to give them a reason to try again.
9. Offering flexible scheduling, career education opportunities, and a variety of dual enrollment, blended, and face-to-face instructional options.

d. Board of Trustees

Map Academy is governed by a Board of Trustees to which the Co-Directors report. For our list of board members please visit <https://themapacademy.org/our-team/board-of-trustees/>

e. Contact Information

Mailing Address:	11 Resnik Rd. Plymouth, MA, 02360
Phone:	508-830-9500
Fax:	508-425-2441
Email:	Any staff member or Board of Trustee at the Map Academy can be reached by email utilizing the following email format. firstname.lastname@themapacademy.org for example to reach Josh Charpentier email jcharpentier@themapacademy.org

f. Daily Schedule/Building Hours

Our competency-based, student-centered model is defined by the tailored nature of each student's day, making the concept of a "typical day" somewhat of a misnomer. Each student's schedule will be responsive to his/her current learning needs, based on the ability to demonstrate competency in a given subject area. Nonetheless, there are some features that will characterize a student's day at Map Academy.

Map Academy Daily Schedule	
Time	Block
8:00-8:30	Student Arrival--Breakfast available
8:30-9:00	Studio Check In
9:00-10:15	Seminar/Flex Instructional Time
10:15-12:15	Interdisciplinary Studio
12:15-12:45	Lunch
12:50-1:50	Wellness/Flex Instruction Time
2:00-3:00	Interdisciplinary Studio (3:00 dismissal)

g. Student Driving/Parking

Students will be issued parking permits on a space available basis. Forms and parking permits may be obtained from the Reception Desk. Information required for a parking permit includes name of student and signature, a photocopy of the student's license, parent/guardian name and signature, car make and model and license plate number.

It is the student's responsibility to drive in a safe and courteous manner. All traffic laws must be obeyed. Student parking is limited. Any student driving to school should be aware that school policy allows for the search of any vehicle on school property by an administrator with reasonable grounds. Any violation of student vehicle use or any refusal to allow a vehicle search will result in a loss of parking privileges. Student drivers are asked to refrain from leaving the parking lot while any bus is in motion. Anyone driving themselves or others off campus at unapproved times may lose their parking privilege.

Students must have permission from a staff member in order to go to their car in the school parking lot at any time during the school day.

h. School Cancellations/Snow Days

Map Academy will generally follow the Plymouth Public Schools in deciding whether to cancel school due to weather situations. Please follow us on Twitter, Instagram and Facebook for snow updates @themapacademy. We will also send an all call/text via a mass communication system, so please be sure to update the front desk with any number changes.

i. Health Office

The school nurse will:

- Evaluate and manage the health needs of all students
- Manage students with special health needs
- Give medications as prescribed
- Provide first aid and emergency medical care
- Manage the control of communicable diseases
- Provide education and support student and staff wellness

Parents and students can help the school nurse by:

- Letting the nurse know when you or your child have any chronic or acute illness.
- Communicating with the nurse directly if medication or health needs change.
- Updating your address, phone number and health insurance information should they change.
- In order to administer prescription medications, the nurse must have a doctor's order and signed parent permission. Parents must supply their child's medication, which must be in the original pharmacy

container.

- Non-prescription medications such as Tylenol or Ibuprofen can be given without a doctor's note but do require parental permission.
- Health insurance is available for every child in Massachusetts. If you need more information about insurance and health care, the nurse can provide guidance and resources.
- Students may not be dismissed early without parental authorization. This applies to ALL students under age 18, including those who may drive themselves to and from school. If a student becomes ill or injured at school, they should report to the nurse's office, where, if necessary, transportation home will be arranged. If the student has driven him/herself to school, the school nurse will make an assessment of the student's health status and notify a parent when dismissal is recommended. If the student is considered too ill or injured to drive home safely, a parent must arrange alternate transportation home before the student can be dismissed.

School Nurse Confidentiality Policy

Notice to All from the School Nurse: As the school nurse, I will respect your privacy and not share anything you tell me, except in the following situations:

- You give me reason to believe that you may be in danger of harming yourself.
- You give me reason to believe you may intend to harm another.
- You give me reason to believe that you may be a victim of child abuse or neglect.

I am required by law to report these three situations. However, I will also be there to help you and support you with your problem in any way I can.

j. Student Support

At Map Academy, we recognize that students deal with many things in their lives aside from school, and that concerns outside of school may affect their daily functioning in school. We believe that students need safe and supporting adults that they can work with to overcome obstacles and reach their potential. As such, we provide access to counseling and other support services, both in school and out. Along with academic programs, Map Academy provides support for students through the Student Support Team, which includes a staff of social workers, an outreach coordinator, a nurse, special education staff, and administration. The Student Support Team helps connect students with agencies offering mental health counseling, mediation services, legal advocacy, housing assistance and child care. Map Academy believes that students benefit when all of their key supporters are connected to school and has an open door policy in regards to outside agency and other community based supports participating in school meetings and meeting with students and families during the school day as appropriate and with consent of the student and parent/guardian.

Student Health, Safety and Welfare Concerns:

Abuse/Neglect – By law, information about child abuse and neglect must be communicated by school employees to the Massachusetts Department of Children & Families (DCF) according to DCF protocol. Map Academy Student Support personnel are knowledgeable about this protocol and teachers must communicate such information to them immediately.

Alcohol and Other Drugs – The Map Academy Handbook details disciplinary policies and procedures regarding infractions that involve use and possession of alcohol, drugs and drug paraphernalia on campus or at school events. Casual conversation at Map Academy about the use of alcohol and drugs is to be discouraged. However, responsible, educational dialogue at Map Academy about these topics is to be encouraged. Personal revelations by students to staff regarding their own use of alcohol or drugs or their first hand concerns about others' use may result in action by a Map Academy staff member in accordance the policies set forth in this document. Upon hearing such information, a Map Academy staff member will consult with Student Support personnel. Together, based on their best judgment, the staff member and Student Support personnel will decide the best course of action. This includes but is not limited to the following options:

- Staff member continues to talk with and monitor student for a limited period of time to more clearly determine the nature of the situation;
- Student Support personnel make an educational/therapeutic intervention by contacting student directly;

- Parents of student are contacted by most appropriate staff member;
- Student is referred to the Co-Directors for possible disciplinary action.

No Map Academy staff member should bear sole responsibility for the knowledge that a student is experimenting with, using or abusing alcohol or drugs. For the protection of the student and all concerned, a consultation between the staff member and Student Support personnel must take place.

k. Parent/Family Involvement

Volunteers both enrich the life of our school and provide vital support for our programming. We appreciate any time you spend supporting our school. Please note that volunteers must be CORI checked and have a valid fingerprint background check per Chapter 77 of the Acts of 2013 “An Act Relative to Background Checks”.

l. Age of Majority

Under Massachusetts State Law, students are considered adults and competent to make many of their own decisions at age 18 (Age of Majority). Students at age 18 years old have the right to make their own educational and health decisions and can sign all consent forms. Students who have reached the Age of Majority become the primary participant in developing their educational program and are held responsible for making other decisions that are required of adults in our society.

In accordance with Massachusetts laws and regulations, Map Academy must ask each student to complete a form stating their understanding of these rights and to make some choices about exercising them. You will be asked to complete the form when you turn 18 years old.

m. Search and Seizure of Property

Some lockers will be available for student use. Lockers are available for student convenience, but they remain the property of the school. Weapons; controlled substances; matches, lighters, lighter fluid or any other incendiary device; and other items inappropriate to a school setting are not to be kept in school lockers. Students should not assume a legitimate expectation to privacy within their lockers. Lockers assigned to students remain the property of Map Academy and are subject to search by school officials at any time. Students are responsible for the contents of the lockers issued to them. These searches may be conducted without warning.

Furthermore, students are not to have in their possession, on their person or in their personal belongings, weapons, controlled substances, tobacco products, matches, lighters, lighter fluid or any other incendiary device, or other illegal, inappropriate items. School officials may search the students and his or her personal belongings such as clothing, backpacks and purses, as well as any automobiles on campus, so long as the school official has a reasonable suspicion that a search will produce evidence of a violation of school rules or violation of law.

n. Cell Phones/Headphones

Provided that such use does not interfere with one's own learning, interrupt or degrade the learning environment, infringe on the rights of other community members, or pose a risk to the health or safety of community members, mobile phones and other portable electronic devices may be used during the school day at Map Academy. Teachers have broad discretion to define what constitutes an interruption or degradation of the learning environment and may refer students to the Co-Directors if students do not use them appropriately in class.

Although students are allowed to have cellphones in school, ringers should be turned off during the school day. Students are expected to use their phones responsibly and respectfully, as they would in a professional situation. Students may listen to music during independent work time. Students should take care that their music is never so loud as to disturb other students or staff. Students should remove headphones/earbuds, turn off music, and refrain from cell phone use/texting during individual or group instruction, discussion, or at any time when a staff member or another student requests attention for any reason. If a student's cell phone or headphone use is negatively impacting learning or productivity, staff will work with the student to make a plan to address the issue. Map Academy's goal is to support students as they learn to use personal technology appropriately; administrators reserve the right to revoke or restrict cell phone privileges from individual students if a persistent pattern of misuse cannot be resolved.

o. Student Dress Code

Student dress should allow for students to express their personal style and views. However:

- Dress that disrespects or attacks others is not allowed.
- Students should not wear clothes that promote illegal behavior or substance abuse.
- Students should not wear clothes that would not be considered appropriate in a workplace setting.
- Students may wear hats in school. If a student is asked to remove a hat by a staff member for an educational reason, the student must comply.

p. Outside Boundaries

When outside the building at break, lunch, or before and after school, students may gather in areas that are easily visible to staff. Students should not gather in the wooded areas at the edges of the school property. Map Academy is surrounded by local businesses and is committed to being a good neighbor. Students are expected to conduct themselves respectfully at all times. All students must enter and exit the building by using the main (front) door unless they are accompanied by a staff member. Students who are habitually not respecting the outside boundaries or neighbors may lose their privilege of going outside during the school day.

q. Leaving School Property

Students are expected to be in school and to follow their assigned schedule unless they have communicated with a staff member about a change or adjustment to that schedule. Students who have reached the Age of Majority may opt to leave school property during lunch, but must sign out and back in at the Reception Desk.

Students who are under the age of 18 MUST have a Leaving Campus Permission Form signed and on file to leave school property for lunch without a staff member. Even with a signed parent permission form, leaving campus for lunch is a privilege and will be revoked if students fail to comply with the expectations below.

Any student who leaves school property during the school day must sign out with a designated destination prior to leaving the building and must sign back in upon their return with times stated for each.

- **Mature and responsible conduct while off campus.**
- **Arriving back on campus in time for scheduled class.**
- **Respect for property and personal rights of others and the community.**
- **Not encouraging, transporting, or socializing off campus with students that do not have off campus permissions.**

r. Technology

Map Academy prides itself on being at the forefront of increasing students' access to technology in their education. Students at Map Academy are provided with a laptop computer. Students are also given Internet access throughout the day, providing them with access to an entire world of knowledge and education.

All users are required to read and understand the following privileges, rights and responsibilities for computer use:

- Use of computer network and online communications is a privilege that supports teaching, learning, and research.
- Students, parents, faculty, and staff at Map Academy will have access to web based educational resources in compliance with local, state and federal laws.
- Authorized users shall be ultimately responsible for all activity under their account and password. Accounts shall be used only by the authorized user for the purposes specified.
- Use of an identity or password other than the user's own is prohibited.
- All network users shall adhere to the rules of copyright regarding software, information, and will acknowledge authorship. Re-posting communications of a personal nature without the author's permission or bulletin board messages without proper attribution is prohibited.
- Any use of computers for illegal, inappropriate, obscene, or pornographic purposes is prohibited.
- All use of computers for the promotion of an individual's personal or political agenda or commercial efforts is prohibited.
- Use of offensive or inflammatory speech, profanity, or obscene language is prohibited.
- Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
- Users shall not intentionally spread computer viruses, vandalize data, infiltrate systems, damage hardware or software, or in any way degrade or disrupt the use of the network. Any attempts to degrade or disrupt system performance will be viewed as criminal activity in accordance with applicable DOE

regulations and applicable State and Federal law.

s. Student Dining/Food & Drink

Breakfast, snack, and lunch are available to students. Students may eat lunch anywhere they wish, with the exception of closed rooms. When the weather is appropriate and there is staff supervision, students may eat outside. Students are responsible for keeping rooms clean and cleaning up after themselves.

t. Facility/Use of Space

At Map Academy, our space is intentionally designed to allow for focus, flexibility, and support.

- **Scheduled Zone:**
 - Classrooms & Instructional Commons
 - Your schedule tells you where you should be
 - Purpose = Focused Learning & Productivity
- **Flex Zone:**
 - Lobby, Reception & Dining Commons
 - Scheduled adult knows you're there
 - Purpose = Flexible Learning & Productivity
- **Support Zone:**
 - Offices & Student Support Spaces
 - Access support when you need it
 - Purpose = Finding Support & Getting Back to Focus

u. Community Norms

- Furniture is designed to move, but it has to move back to where it came from.
- In group situations, where there is one focus, there needs to be one voice.
- Closed rooms are closed unless there's an adult with you.
- Eat where and when you choose, but leave the space ready for someone else to use.
- Focus is the goal. Accept responsibility for moving to another space if you're making it hard for someone else to focus.
- Bathrooms are shared and important spaces, not gathering places. Leave them ready for others to use and if there are any issues report them to staff immediately.
- Shared kitchen is open before school, during breaks, and during lunch. Students are encouraged to bring reusable travel mugs, water bottles and their own k-cups. Based on availability, k-cups may be purchased for 50 cents.

v. Fire and Safety

In the event of a fire or emergency in the building, please remain calm and follow the directions of the staff. Each classroom has a clearly outlined fire/emergency exit plan posted at the door to the classroom. Throughout the school year there will be periodic fire drills. Students are expected to follow the guidelines and learn the proper exits from the building. Please note that no student shall tamper with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices. Failure to comply with this regulation will result in a suspension or expulsion and dependent on the circumstances may result in a monetary fine as set forth by state and federal fire safety laws. For more information on other safety related evacuations or lockdowns please see the Map Academy Multi Hazard Evacuation Plan which is posted on the Map Academy Website.

II. Academic Program

k. Instructional Delivery

Map Academy is a competency-based school. This means that probably unlike any other school you have attended, progress at Map Academy is measured by how many competencies or abilities you have demonstrated rather than by typical tests or grades. Instead of receiving traditional grades like 'A', 'B', 'C', you will be assessed on what you know and are able to do and how you demonstrate what you know and are able to do.

Map Academy's overarching mission is to personalize the school experience for our students. We work to ensure students receive tailored support that meets their individual needs, including social emotional, instructional, and career-development planning. Blended learning is the foundation of Map Academy's commitment to personalizing school.

To successfully uphold the mission of Map Academy, it is important that teachers, students, and families are clear about what blended learning is and how it differs from other teaching methods that incorporate technology into the classroom. At Map Academy, students are assigned to content-based learning studios and receive personalized instruction from a team of teachers. Students work through the curriculum at their own pace and at the appropriate level.

The role of the teacher as an active facilitator of learning is a key component of Map Academy's blended studio classrooms. Teachers regularly assess students' progress and design strategies and interventions suited to each student's individual needs, such as one-on-one support on a specific skill or a mini-lesson for a subset of students. At the same time, other students in the blended classroom are engaged in their own work at their own pace, allowing for more differentiation and individualization than is often possible in a traditional classroom.

Map Academy utilizes a digital learning platform called the Tracker, which is central to the success of our blended instruction. The Tracker is an online tool that organizes information about students, their performance on coursework, and their overall progress toward graduation.

Tracker features include:

- Indications of tasks students are currently working on and the status of that work
- A "Task Bank" measure of students' recent productivity
- Indications of students' progress through courses and their grades on coursework
- Measures of student progress across different competencies
- Measures of class productivity and attendance over time
- Reports of where students are working on the same tasks and/or competencies
- Reports of student progress on credit and MCAS requirements for graduation
- Interactive goal-setting and planning

b. The Tracker

- The Tracker is our homepage for student course enrollment and progress, attendance data, goal setting, and transcript information.
- The Tracker also contains the majority of materials a student needs to complete each course. This allows students to work at their own pace and remain on track even when they are not able to be at school.
- The Tracker is available for view by students and parents at all times.

Marks in the Tracker

- **Blue**= Work is submitted.
- **Green**= Work is complete.
- **Gray**= Missing work (submitted but not handed in)
OR incomplete work (partially completed but unfinished).
- **Purple**= Work requires revision.

c. Competencies

- Competencies are grouped into three "domains": Thinking, Expression, and Literacy.
- Competencies are divided into sub skills (generally 3 per competency).
- All work in a course (task, challenge, and capstone) will be assessed on at least 1 and no more than 3 competencies.
- All courses include at least one "Thinking" competency that is consistent through the two challenge units and capstone. Each challenge unit may have a distinct Expression/Literacy competency. The capstone includes every competency from the challenge units.

d. Rubrics/Levels

- All challenge and capstone projects include competency-based rubrics with clearly stated expectations. Tasks include rubrics when necessary.
- Courses include opportunities at the start of a challenge unit and/or before starting the project for students to review and understand the rubric prior to beginning their work.
- Each rubric is split into three distinct levels: Learning, Functional, and Nuanced. Everyone has their strengths and areas for growth. With this three-tiered system, we can more effectively celebrate a student's strengths while also effectively targeting support in areas for growth. We can also track and celebrate a student's growth over time.
- Following diagnostic work (one or more tasks, previous coursework, and/or teacher observation), student and teacher will collaboratively select one of the three levels to target. This level can be the same for an entire competency or change for specific subskills.
- From this point forward, the student's work will be graded "revise" if it does not meet the expectations for that level (e.g., a student targeting the Functional level must revise their work if it does not meet the rubric expectations for Functional).
- Students are encouraged to view other levels to set growth goals and push themselves.

e. Feedback/Culture of Revision

- Feedback on projects is given through conferences, the Tracker, electronic or handwritten comments on assignments, and rubrics.
- Feedback will be clearly and directly tied to the language in the rubric.
- Final assessment and feedback will be recorded in the Tracker rubric section.
- "Grade Yourself" tasks: Where appropriate, students will be required to grade their own work on the rubric prior to the teacher's consideration. This gives them the opportunity to proactively revise their work, encourages attention to detail, and helps the revisions process go more quickly and smoothly.
- In order to support student growth on the competencies, teachers will also provide specific feedback on tasks and challenges using the rubric to support students in revising work to meet the appropriate level.

f. Grading Policy

At Map Academy, we believe that all students have the ability to grow and learn, and that revisiting and revising work promotes that growth and learning. The goal of competency-based grading at Map Academy is to support this mindset by giving students feedback, personalizing instruction, and making grading transparent to students. This system allows us to prioritize a set of skills, directly teach those skills, and ensure, through a process of revision, that students are growing as learners.

Assessment Information:

- All coursework is graded using rubrics based on our school's shared competencies.
- Feedback is based on a demonstration of skills at the Learning, Functional, or Nuanced level (see the section on *Rubrics* below).
- *It is not possible to fail a course* at Map Academy. Credits are earned when a student completes the work for each task and Challenge project at an appropriate level.
- Feedback for all tasks will be recorded in the Tracker (see the section on *Tracker* below) within 2_ school days of work being submitted.
- Feedback for all Challenges will be recorded in the Tracker within 3 school days of work being submitted.

g. Plagiarism

Plagiarism means copying work from another student or resource (e.g., website or article), in whole or in part, without proper citation.

- Map Academy's response to plagiarism includes the student discussing the problem with the teacher and doing the task/project again. The student's parent/guardian will be notified, and an administrator will be involved for subsequent offenses.
- Students who demonstrate trouble distinguishing between plagiarism, paraphrasing, and quoting will be given instruction on this topic prior to redoing their work.

- While we strongly encourage collaboration and peer support in coursework, students should be mindful that sharing work online could lead to suspicion about plagiarism. A student who shares work that is then copied faces the same consequences as the student who did the copying. A student who would like to help another student or provide them with an example should ask their teacher or anchor for guidance first.

h. Transfer of Credits from Prior Schools

Students entering Map Academy must be aware that accepting credits earned at another institution is the prerogative of the receiving institution. The Co-directors are the decision-making body charged with the authority to decide on whether to accept a student's credit earned at another institution. However, the final decision on credit acceptance rests with the Co-directors. The decision to accept a student's credit earned at another institution outside Map Academy is contingent upon the following factors:

- *Course content* -- The course for which transfer credit is sought must have an equal or greater number of credit hours and the rigor and relevance of the course required at Map Academy. Additionally, the content of the course should be analogous to the course materials covered in the curriculum at Map Academy. Whenever clarification or additional documentation is necessary, the evaluator will contact the sending institution in order to award the equivalent credit sought and make appropriate placement decisions.
- *Transcript* -- Any transfer student entering Map Academy, including in-state, out-of-state, regional and international students must submit official transcript(s) from all institution(s) attended. The Co-directors will perform a course-by-course evaluation of the transcript(s) for articulation purposes.
- *Accreditation* -- Map Academy will accept a student's academic credits earned at another institution providing that the sending school is a nationally regionally accredited institution

i. Anchor

Anchors help support students throughout their journey at Map Academy. Encouraging positive relationships among the student and the student's family, staff and teachers, the Anchor helps the student make choices that are well informed and different from those that they may have made in the past concerning attendance, academic planning and achievement, and post-secondary planning. Each student is assigned to an Anchor upon admission to the school and it is our expectation that this Anchor will remain involved with that student throughout his/her tenure at Map Academy. Anchor is a student's family group at school.

- Anchor provides each student a one-to-one relationship with an adult advisor.
- Anchor provides an ongoing, small and supportive peer community.
- Anchors serve as the student's advocate in challenging situations.
- Anchors monitor and support student progress.
- Anchor is when school issues and proposals are reviewed and discussed and administrative business is accomplished..
- Anchors assist in the development of each student's ILP and exploration of career and post-secondary options.
- Anchors ensure students have specific post-secondary plans upon graduation.

III. Policies

a. Enrollment and Admissions Policy

I. General Guidelines

Map Academy Charter School helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.

Map Academy will serve students in the greater Plymouth area who are disengaged from or have dropped out of high school. Map Academy is unique and distinct from traditional public schools in that we will specifically recruit students who

are off-track due to a wide range of risk factors and complicated personal and school histories. Map Academy is founded on a belief that every student can succeed, but that for some students, the path toward success does not fit the model of traditional high schools. There is no one size fits all educational model, or one size fits all timeline toward a high school diploma. There is no such thing as an average or typical student. We will meet students at their current level of engagement and resilience and increase expectations as they develop the academic, personal, and social tools they need for success in high school and life after graduation.

Ongoing recruitment work is an essential component of the Map Academy model, reflecting our commitment to engaging the hardest-to-reach young people in an education program that couples high expectations with intense support to restore hope and cultivate a growth mindset, empowering students to progress toward graduation, postsecondary success, and livable wage jobs. Map Academy conducts ongoing community outreach and enrollment to give students, many of whom are not currently in school or have disengaged from school, multiple opportunities to re-engage. Map Academy's competency-based model is built to accommodate multiple entry and graduation points throughout the year, and thus we expect that our enrollment will be more variable than at other public charter schools.

The following outlines Map Academy's overall enrollment guidelines.

Map Academy will:

- Serve as a regional Commonwealth charter school targeting students in Plymouth, Wareham and Carver;
- Accept students who have completed or attempted to complete 8th grade;
- Backfill vacancies throughout the year in accordance with G.L. c. 71, § 89(m) but not in excess of the school's approved maximum enrollment of 130 in year one of operations growing to 300 in year 7. For details, see projected growth plan in Section VII ;
- Enroll students to the school's approved maximum enrollment, but with the total number of students attending in a given school year not to exceed the total number of students reported in the school's pre-enrollment submission to the Department of Elementary and Secondary Education in the previous spring in accordance with 603 CMR 1.08(5);
- Conduct enrollment in tandem with the school's Recruitment and Retention plan as outlined in G.L. c. 71, § 89(f), and 603 CMR 1.05(1);
- Provide a free public option that, in accordance with 603 CMR 1.05(3)(a):
 - does not charge any fees for applications
 - does not offer financial incentives to applicants
 - does not administer tests to potential students prior to enrollment, and
 - does not predicate acceptance on test scores, ability or achievement of any kind.

Map Academy does not discriminate in its enrollment practices on the basis of race, color, national origin, creed or religion, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special needs, proficiency in the English language or a foreign language, or prior academic achievement.

Map Academy actively seeks to engage students with diverse learning needs and backgrounds. Written notification of the rights of students with diverse learning needs to attend charter schools and to receive accommodation and support services including English Language Learners, students that require special education and students with disabilities is available in the student handbook, student application, school's acceptance letter and on the school's website.

Map Academy will not disclose student information unless permitted by law. As required by law G.L. c. 71, § 89(g) and (n), Map Academy will provide the names and addresses of students to sending school district, the Department of Elementary and Secondary Education, any other schools and school systems in which a student has previously been enrolled, any governmental departments, health or social service providers, or other offices whose activities bear directly on the programs or services with which the student is provided at the receiving charter school. Also as required by law (G.L. c. 71, § 89(g) and CMR 1.05(6)(e), Map Academy will provide the names and addresses to a third party mail house for mailings unless the parent requests that the school withhold their child's information. Furthermore, Map Academy may provide all allowable directory information (including student names and addresses) under 603 CMR 23.07(4)(a) to third parties unless the parent requests that the school withhold their child's information. Parents wishing to request that their child's directory information be withheld may indicate their request in the application process or follow the process outlined in the family handbook to include a written or email request to school

leadership.

While Map Academy has ongoing communication with local districts, its application and enrollment policy operates separately from that of the district(s). Map Academy intends to provide transportation to all residents of its charter region--Plymouth, Wareham and Carver-- in accordance with the *Charter School Technical Advisory 16-1: Transportation*. Students who reside in Plymouth will receive transportation from Plymouth Public Schools. Map Academy will provide transportation options for students who reside in Wareham and Carver.

II. Eligibility

In order to apply for admission and to attend Map Academy, an applicant must:

- be a resident of Massachusetts, and
- have completed or attempted to complete 8th grade.

Students who may be considered homeless or precariously housed as per McKinney-Vento Act guidelines are eligible to apply and to enroll at Map Academy. In order to establish preference for admission based on residency, proof of residency from homeless students will be handled on a case-by-case basis to determine where they live.

As part of the application and enrollment process, students and adult supporters are encouraged, but not required, to attend a Map Academy information session to learn more about the Map Academy model.

III. Application

The Map Academy application will include the following information:

- Student name (first, middle, last);
- Date of birth;
- City or town of residence;
- Current enrollment status;
- Most recent grade level;
- Home address;
- Telephone numbers and email addresses;
- For students under 18, one parent/guardian signature is required, and only one unless otherwise required by court order;
- Notice of Map Academy's non-discriminatory practices as follows: "Map Academy does not discriminate on the basis of race, color, creed or religion, sex, national origin, ethnicity, religion, gender identity, sexual orientation, mental or physical disability, age, ancestry, homelessness, special needs, English language proficiency or foreign language proficiency, athletic ability or prior academic achievement."
- Notice that application will be destroyed after 3 years and that any non admitted applicant has the right to request and receive the document prior to destruction.

The application, both online and in hard copy, will be available in multiple languages to reflect the major language groups of the sending districts. Any and all information requested in the application will not be used to discriminate. Map Academy's student application does not require a student social security number.

IV. Application Process for Upcoming Year (Principal Enrollment Process)

Any eligible student who wants to attend Map Academy is welcome to apply via the process outlined below. Map Academy's competency-based model does not utilize traditional grade levels. Thus, Map Academy does not distinguish available seats by grade level and aims to fill seats in grades 9-12 to its maximum enrollment and in accordance with the growth plan at the end of this document. The application process for admission to Map Academy is not integrated with that of any public school district in the region in which Map Academy is located. In order to apply to Map Academy, students must fill out and submit an application. Applications can be completed online via a link on the Map Academy website: www.themapacademy.org or through a paper-based application that can be picked up at the school. Online applications will be submitted automatically; paper applications can be mailed or hand delivered to the school address.

Waitlists do not roll over to the next school year. Students who remain on a waitlist from the previous year must submit a new application and go through the lottery and waitlist process again for the upcoming school year.

Map Academy will give reasonable public notice, of at least one month, of the principal application deadline. The principal application deadline will be no earlier than January 2nd of the school year preceding the upcoming school year. The principal enrollment process, including the lottery, will conclude no later than March 15th of the school year preceding the upcoming school year for which the principal enrollment process applies.

Map Academy is committed to ongoing recruitment and enrollment in order to re-engage existing and new students and utilizes a competency based progression and graduation cycle, which provides four graduation opportunities per year. Thus, enrollment will be more variable at Map Academy than other public charter schools. While the principal application process will fill anticipated seats for September, Map Academy anticipates that spaces will become available throughout the year. Enrollment for openings that occur during the school year will follow the Current School Year process described in Section VI.

V. Lottery and Waitlist Process

In cases when there are fewer spaces than eligible applicants, students will be admitted by a lottery process, under 603 CMR 1.05(6)(a) and (c). Map Academy will follow all mandated requirements for operating a lottery and waitlist. Reasonable public notice of the date, time, and location, will be given at least one week prior to any enrollment lottery and will include the following details:

- Will occur in a public location, at Map Academy: [address TBD] (603 CMR 1.05(9),
- The lottery will take place on school premises, at [address TBD] in Plymouth, Massachusetts. Map Academy may conduct this lottery physically or electronically. If conducted physically, a neutral third party will randomly draw application numbers. If conducted electronically, a neutral third party will certify that the electronic mechanism for drawing application numbers is fair and random. In the order in which the neutral third party or electronic system draws application numbers, an enrollment list will be created.
- When necessary, all applications will be included in the lottery. Offers of admission will be made based on the number of seats available. Preference for admission will be taken into consideration when making these offers.
- Siblings, whether residents or nonresidents, of students who currently attend the school at the time an offer of admission is made receive a preference for admission over non-siblings and will be assigned Priority 1 status. "Sibling" is defined by having a common parent through biology or adoption, will receive preference over non-siblings. Proof of sibling status must be provided at the time an offer of admission is made and can be in the form of birth certificate, legal document, or other medical documents that identify sibling status.
- Residents of Plymouth, Wareham, and Carver, the towns indicated in Map Academy's charter region, will receive preference over non-residents and will be assigned Priority 2 status. Reasonable proof of residency may be required at the time an offer of admission is made; options for proof of residency include two of the following:
 - A valid driver's license
 - Current vehicle registration
 - Valid Massachusetts photo identification card
 - Valid passport
 - A utility, cable, or cell phone bill dated within the past 60 days
 - A deed, or mortgage payment dated within the past 60 days, or a property tax bill dated within the last year
 - A current lease, Section 8 agreement, or residency affidavit
 - A W2, excise tax, property tax form dated within the year or a payroll stub dated within the past 60 days
 - A bank or credit card statement dated within the past 60 days
 - A letter from an approved government agency* dated within the past 90 days; approved government agencies include: *Departments of Transitional Assistance, Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead*

- All other students not described above are Priority 3.

Before the lottery takes place, priority status will be assigned to applications based on the priorities described above. After the initial lottery establishes an original rank order determined randomly by hand or electronically, Map Academy will restructure the list to create a prioritized enrollment list. To appropriately order students based on priority, Map Academy will move students with Priority 1 status to the top of the enrollment list, in the same order in which their names were drawn during the lottery. Immediately following the last student with Priority 1 status, Map Academy will place the list of students with Priority 2 status in the order in which their names were drawn during the lottery. Lastly, the remaining students with Priority 3 status will follow the list of Priority 2 status, also in the order in which their names were drawn during the lottery. Accordingly, the order of applicants on the prioritized enrollment list will be based on both priority status and the order that each applicant was drawn during the lottery.

Next, based on the number of available seats, Map Academy will determine which applicants will be offered admission. For example, if 50 seats are available and more than 50 eligible applicants apply, the first 50 students on the prioritized enrollment list will be offered admission to Map Academy ("accepted students"). The applicants remaining on the prioritized enrollment list, beyond the number of available seats, will be placed on an active waitlist ("waitlisted students"). The names on the waitlist will be in the same order that the names appeared on the prioritized enrollment list, though the order is subject to change based on changes in the priority statuses of the waitlisted students which may occur over time. Pursuant to Massachusetts law, this waitlist will not roll over with each school year; students who are not offered admission to Map Academy in the academic year for which they submitted their application are required to submit another application in a future application cycle and again proceed through the enrollment process.

- Notification of acceptance and start date will be sent to the address provided in the application and through phone outreach. Should a student be admitted to Map Academy through a lottery process, acceptance of admission will be required within 7 days of notice. Failure to respond to notice of acceptance will result in the opening of slot. A student may accept their spot verbally via phone or by mail.
- Students who decline an offer of admission may do so in writing via email or mail. Students who decline admission or do not respond to the acceptance notification are encouraged to re apply for admission at a later time.
- Map Academy will keep accurate records of its waitlist at all times.
- If a student is accepted but fails to start attending within 10 school days of his/her anticipated start date, in accordance with the Map Academy Attendance and Disenrollment Policy, which can be found in the Map Academy Student Handbook, the student will be considered to have declined the offer of admission. This now vacant seat will be offered to the next student on the waitlist.
- As vacancies occur due to declined offers of admission, graduation or attrition, available seats will be offered to the next student(s) on the prioritized waitlist until the vacant seat is filled.
- In cases where offering admission to a student, who is not a sibling of another student who is currently attending Map Academy, from the waitlist would exceed the district charter tuition cap, the student will be skipped but kept on the waitlist. In cases where the enrollment of a student who is a sibling of a student already attending Map Academy would exceed the district charter school tuition cap, and the school has not admitted other students prior to admitting the sibling, the sibling may be offered admission and the Commonwealth of Massachusetts will provide tuition for the sibling, subject to appropriation. G.L. c. 71, §89(i); 603 CMR 1.05(10)(b).

Because Map Academy offers multiple graduation opportunities and corresponding enrollment opportunities as discussed above, it is possible that the school may conduct interim lotteries in addition to the yearly principal enrollment lottery. Each lottery will be conducted using the fair and open process listed above, and any existing waitlist will be exhausted prior to conducting a new lottery.

In the case where there are vacancies and there is not a waitlist, Map Academy, according to its Recruitment plan, will conduct ongoing outreach to the community to identify students to fill anticipated vacancies and to meet the requirements of G.L. c. 70 §89(n). As described above in Section I, Map Academy's mission targeting off track youth means that Map Academy is likely to have a higher rate of student turnover. Thus, Map Academy will often work to engage the same student multiple times.

Throughout the school year, students who stop attending will be disenrolled according to Map Academy's Disenrollment Policy, which is detailed in the Student Handbook, and the seat(s) will be filled using the waitlist if applicable or, if there is no waitlist, through Map Academy's ongoing student outreach and recruitment practices. Any student who is disenrolled or who withdraws would have to reapply for admission in a future application cycle.

VI. Application Process for Current School Year

In order to provide students with multiple opportunities to enroll and engage students on the verge of giving up in a traditional environment, Map Academy will repeat the enrollment process throughout the year as students graduate or seats are vacated due to attrition. When a student stops attending Map Academy for any reason throughout the school year, the school shall fill those vacant seats during the next quarterly enrollment window. Enrollment windows will coincide with graduation opportunities; thus, the number of students who graduate each quarter, along with any other spots vacated by attrition, will determine the number of seats available for new students.

Map Academy will accept applications on an ongoing basis, but will not process new applications until any existing waitlist has been exhausted. If there is an existing waitlist, available seats during the school year will be offered according to the procedures outlined in Section V. If at any point during the school year there are more available seats than names on the existing waitlist, or if there are more applications than the number of seats available, students will be admitted via a lottery process in accordance with 603 CMR 1.05(6)(a) and (c) and utilizing the lottery procedures described in Section V.

In order to apply to Map Academy, students must fill out and submit an application. Applications can be completed online on the enrollment section of the Map Academy website: www.themapacademy.org or through a paper-based application that can be picked up at the school. Online applications will be submitted automatically; paper applications can be mailed or hand delivered to the school address.

Map Academy intends to enroll a new cohort of students four times a year as students graduate. If, at any time there is no active waitlist and the number of applications exceeds the projected number of available seats, Map Academy will hold a lottery utilizing the following guidelines:

- Each application deadline will be two weeks (14 calendar days) prior to the start of each quarter and will be posted on the school calendar and website.
- The date and time of any lottery will be posted on Map Academy's website and will be at least one week after the application deadline. For more details about the lottery see the section above outlining the lottery process.

If waitlisted students are offered seats, applicants will receive notification in writing and by phone. In instances where there is a lottery, students will receive notification of their enrollment status by written notification and a phone call the school day after the lottery. Students who are not admitted due to the number of available seats will be placed on a prioritized enrollment waitlist in the order their names were drawn via the lottery procedures detailed in Section V.

At no time will any student be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process, except in cases where enrollment preferences change.

Throughout the school year, students who stop attending will be disenrolled according to Map Academy's Disenrollment Policy, which is detailed in the Student Handbook, and the seat(s) will be filled using the waitlist if applicable or, if there is no waitlist, through Map Academy's ongoing student outreach and recruitment practices. Any student who is disenrolled or withdraws would have to reapply for admission in a future application cycle. Consistent with Map Academy's charter, Map Academy accepts new students throughout the school year and across all grades and ability levels. Map Academy will maintain active waitlists only for the school year for which the students sought admission.

However, Map Academy's mission requires the school to actively seek disengaged students and encourage them to re-engage. Therefore, Map Academy will utilize contact information from waitlists across school years to outreach to students who have dropped out or who are disengaged from school.

VII. Map Academy Growth Plan

The table below depicts Map Academy’s projected growth plan from year 1 enrollment of 130 through maximum enrollment of 300 in year 7 of operations. This growth plan is subject to change based on natural fluctuations in enrollment.

Map Academy Enrollment Growth Plan (projected)	
Year 1 (2018-2019)	130
Year 2 (2019-2020)	160
Year 3 (2020-2021)	190
Year 4 (2021-2022)	220
Year 5 (2022-2023)	250
Year 6 (2023-2024)	275
Year 7 (2024-2025)	300

b. Attendance and Dismissal Policy

Attendance is the cornerstone of the Map Academy community. Students are expected to come to school every weekday on time and remain in the building until the completion of their schedule. The more time students are in school, the faster they will demonstrate competency and progress toward graduation. Anchor teachers and other school staff monitor attendance and notify parents and other adult supporters of lateness and absence each day. At Map Academy, we know that many of our students have struggled with attendance at previous schools. One of our deepest commitments is to help students develop the skills and motivation to invest in themselves and their future by committing to their education.

Anchor teachers greet students in the morning and take attendance as they enter the school. If a student does not arrive at school on time, the Anchor and/or Social Worker/Outreach Coordinator will make active outreach attempts in order to locate the student and encourage attendance. The Anchor and Student Support team will continue these outreach efforts throughout the duration of a student’s absence from school. Efforts will include conversations with and home/field visits to parents, employers, and significant adults. After five consecutive absences, the student’s Anchor and/or Social Worker/ Outreach Coordinator will make a home visit.

Efforts are directed toward returning the student to active attendance in most situations. When special circumstances are evident, arrangements for continuation of academic work at home (or hospital, etc.) can be made due to Map Academy’s blended learning management system. These arrangements are made in cooperation with the student, teacher, parent and administration.

Active attendance at school is required in order to progress toward graduation. If a student is going to be late or absent, he/ she should notify his/her Anchor, Social Worker or Outreach Coordinator. If students are unable to come to school, they are still able and expected to log into the Tracker and make academic progress.

Any student who is absent more than 10% of the number of school days to date for health reasons is brought to the attention of the School Nurse who documents any health concerns and ensures that the Student Support Team is aware of the situation. If the student is making satisfactory academic progress and meeting obligations despite the absenteeism, no further action is taken. However, if the student is not making satisfactory academic progress, then the Student Support Team informs the parents or guardians in writing of the concerns and states that subsequent absenteeism related to health concerns must be documented and confirmed by a healthcare provider.

Students arriving late to school must sign in. For students under age 18, a parent or guardian must sign out students leaving before the regular dismissal time. Students may sign themselves out only if the Main Office has received specific written

permission from a parent/guardian.

Students who have reached the age of 18 years old may be granted permission to sign themselves out at their own discretion if they have a signed Age of Majority form on file in the Main Office. These students must still abide by the Map Academy attendance policy and may be referred for disciplinary action if they abuse the policy.

c. Restorative Practices/Collaborative Problem Solving

Map Academy believes when rules are broken or wrongs are committed, students must learn from their mistakes in a meaningful and preventative way. Map Academy uses restorative practices to develop self-awareness, resilience, and empathy in our students. When there's a conflict, or when a student harms another student, teacher or property, the offending student will be asked to reflect on the following:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

These questions will be asked and assessed via the following process:

1. Immediate verbal response from a teacher/administrator
2. Documentation of violation or incident
3. As appropriate, one-on-one meeting with school leadership to discuss the impact of their action on the school community, the level of violation and the appropriate consequence
4. As appropriate, a circle discussion with relevant members of community to repair relationships and re-engage involved student(s) in a supported way

d. Code of Conduct

Students and staff are expected to work to make sure that Map Academy is a safe and respectful learning environment. Behaviors that put safety at risk will not be tolerated. Fighting, possession of drugs or weapons, bullying, harassment and hazing are non-negotiables in our community.

Map Academy has high expectations for its students both in and out of the classroom. In the classroom students follow the expectations that are established by the teacher. Expectations include – but are not limited to – participating in class, completing assignments, and behaving in a way that does not interfere with the education of other students. If a student has a particular problem that interferes with learning, the expectation is that the teacher will first discuss the issue with the student and then involve the student's Anchor as appropriate. Students are encouraged to access Student Support staff as necessary and teachers may refer students to Student Support or Administration for support in addressing concerns, and/or the student will be issued a pass to see his/her Anchor teacher, Social Worker or Administrator to discuss the problem. If students fail to comply with classroom behavior policies, Map Academy staff will utilize a range of restorative and collaborative problem solving in order to assure classroom stability.

Communication and respect are key to cultivating success within the Map Academy community. The expectation is that positive communication will be used by all community members at all times when expressing views, needs, concerns, criticisms, and to give feedback. We avoid using language, gestures, and body language that offend others.

Map Academy is an educational environment which focuses on facilitating the development of positive communication skills within and among students as well as staff, to help students succeed in different social and professional environments. Any language that undermines this focus will not be tolerated and will result in consequences in correlation with the severity of the incident.

Map Academy reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of school devices, the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Map Academy, and no user shall have any expectation of privacy regarding such materials. Any user who

violates this Policy may have his or her access to the computer network and Internet revoked. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. Map Academy may also take other disciplinary action in such circumstances.

e. Expulsion Policy

Due Process for Disciplinary Removals

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline when the school is considering a long-term suspension or expulsion. If you wish to bring an attorney to any such hearing or meeting at the school, please inform Map Academy immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and Map Academy's attorney is not present, then Map Academy may exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend.

This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal may be extended until a decision is rendered following the rescheduled hearing or meeting. Map Academy hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline and will provide prior notice to you if the school's attorney will be present.

NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, and/or assault on school staff.

Specifically:

- 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, may be subject to expulsion from the school by the building principal.
- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the building principal.
- Any student who assaults an administrator, 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 building principal.

At Map Academy, for the purposes of discipline, the Co-Director of Teaching & Learning serves as the building principal. Any student who is charged with any of the misconduct detailed above may be removed from school immediately for a period of not more than 10 school days while the school conducts an investigation. Prior to implementing additional suspension beyond 10 school days, up to and including expulsion, the student will have an opportunity for a hearing before the Co-director of Teaching & Learning. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the Co-director of Teaching & Learning. After said hearing, the Co-director of Teaching & Learning may, in his/her discretion, decide to suspend rather than expel a student who has been determined to have committed the misconduct detailed above.

Any student who has been expelled from a school district pursuant to GL c. 71 §37H shall have the right to appeal to the superintendent. At Map Academy, for the purposes of discipline, the Co-director of Operations & Finance serves that role. The expelled student shall have ten days from the date of the expulsion in which to

notify the Co-director of Operations & Finance of his/her appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Co-director of Operations & Finance. 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.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under Map Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan. Map may share copies of the student record, including discipline records, with the new school in accordance with federal and state laws and regulations.

NOTICE OF RIGHTS UNDER G.L. c. 71 §37H1/2

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

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Co-director of Teaching & Learning of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by the Co-director of Teaching & Learning if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Co-director of Operations & Finance.

The student shall have the right to appeal the suspension to the Co-director of Operations & Finance. The student shall notify the Co-director of Operations & Finance in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Co-director of Operations & Finance shall hold a hearing with the student and the student's parent within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Co-director of Operations & Finance shall have the authority to overturn or alter the decision of the Co-director of Teaching & Learning, including recommending an alternate educational program for the student. The Co-director of Operations & Finance shall render a decision on the appeal within five calendar days of the hearing. The Co-director of Operations & Finance's decision shall be the final decision of Map Academy with regard to the suspension.

Expulsion Following Felony Adjudication or Admission

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Co-director of Teaching & Learning of a school in which the student is enrolled may expel said student if the Co-director of Teaching & Learning determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. At Map Academy Charter School, the Co-director of Teaching & Learning fills the role of principal for the purposes of discipline. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Co-director of Operations & Finance.

The student shall have the right to appeal the expulsion to the Co-director of Operations & Finance. The student shall notify the Co-director of Operations & Finance in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Co-director of Operations & Finance shall hold a hearing with the student and the student's parent within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Co-director of Operations & Finance shall have the authority to overturn or alter the decision of the Co-director of Teaching & Learning, including recommending an alternate

educational program for the student. The Co-director of Operations & Finance shall render a decision on the appeal within five calendar days of the hearing. The Co-director of Operations & Finance's decision shall be the final decision of Map Academy with regard to the expulsion.

Students who are suspended or expelled under §37H1/2 are entitled to receive educational services during the period of suspension or expulsion under Map Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan. Map may share copies of the student record, including discipline records, with the new school in accordance with federal and state laws and regulations.

STUDENT DUE PROCESS RIGHTS UNDER M.G.L. c. 71 §37H3/4

This section governs all student offenses that may be subject to short- or long-term suspensions that *do not* involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by G.L. C.71 §§37H and 37H1/2, as detailed above. In every case of student misconduct for which suspension may be imposed, the Co-director of Teaching & Learning is required to exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the Co-director of Teaching & Learning is considering and/or decides to implement a removal from school as a consequence for student misconduct.

Any student who is serving an in-school suspension, short term suspension, long term suspension or expulsion from school shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal.

Students who are suspended under §37H3/4 for more than ten consecutive days are entitled to receive educational services during the period of suspension or expulsion under Map Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan. Map may share copies of the student record, including discipline records, with the new school in accordance with federal and state laws and regulations.

Suspensions Pursuant to M.G.L. ch. 71, §37H ¾

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

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

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

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

Short Term Out-of-School Suspension

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

1. Notice: the written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the student's suspension;
 - d. The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e. The date, time, and location of the hearing; and
 - f. The right of the student and the student's parent to interpreter services at the hearing if needed to participate.

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

2. Efforts to Involve Parent: the administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Format of Hearing: the administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing. There is no appeal for short term suspensions.

Long-Term Suspension Pursuant to M.G.L. ch. 71, §37H ¾

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

1. Notice: The notice will include all of the components for a short-term suspension in Section II above, plus the following:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d. The right to cross-examine witnesses presented by the school district;
 - e. The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
 - f. The right to appeal administrator's decision to impose long-term suspension to the Superintendent.
2. Format of Hearing: the Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by

the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b. Set out the key facts and conclusions reached;
- c. Identify the length and effective date of the suspension, as well as a date of return to school;
- d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- e. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language.
 - i. The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - ii. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

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

Appeal Hearing for Long-Term Suspensions Pursuant to §37H3/4

A student who is placed on long-term suspension following a hearing with the Co-director of Teaching & Learning or his designee has the right to appeal the decision to the Superintendent. At Map Academy, the Co-director of Operations & Finance fills the role of the Superintendent for the purposes of discipline. In order to appeal the decision Co-director of Teaching & Learning or his/her designee to impose a long-term suspension, the student or parent must file a notice of appeal with the Co-director of Operations & Finance within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the Co-director of Operations & Finance an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the Co-director of Operations & Finance may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Co-director of Operations & Finance shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Co-director of Operations & Finance shall grant the extension. The Co-director of Operations & Finance must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Co-director of Operations & Finance to participate. The Co-director of Operations & Finance shall send written notice to the parent of the date, time, and location of the hearing. The Co-director of Operations & Finance 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. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request. The student and parent shall have all the rights afforded them at the Principal's hearing for long-term suspension, as detailed above in the sections entitled Principal's Hearing under §37H3/4: Short-term Suspension and Principal's Hearing under §37H3/4: Long-term Suspension.

The Co-director of Operations & Finance shall issue a written decision within five calendar days of the hearing. If the Co-director of Operations & Finance determines that the student committed the disciplinary offense, the Co-director of Operations & Finance may impose the same or a lesser consequence than the Co-director of Teaching & Learning or his/her designee, but shall not impose a suspension greater than that imposed by the decision of the Co-director of Teaching & Learning or his/her designee. The decision of the Co-director of Operations & Finance shall be the final decision of the school.

Emergency Removal

The Co-director of Teaching & Learning or his/her designee has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the Co-director of Teaching & Learning or his/her designee determines that 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 judgment of the Co-director of Teaching & Learning or his/her designee, there is no alternative available to alleviate the danger or disruption. The Co-director of Teaching & Learning or his/her designee is required to notify the Co-director of Operations & Finance immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Co-director of Teaching & Learning is required to:

- A. 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 Hearing Rights outlined below;
- B. Provide written notice to the student and parent;
- C. Provide the student an opportunity for a hearing with the Co-director of Teaching & Learning or his/her designee that complies with the rights outlined below in the Hearing Rights section, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Co-director of Teaching & Learning or his/her designee, student, and parent.
- D. Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

The Co-director of Teaching & Learning 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.

Removal from Privileges and Extracurricular Activities

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

Academic Progress under § 37H, §37H1/2, and §37H3/4

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

Education Service Plan under § 37H, §37H1/2, and §37H3/4

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

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

If Map Academy expels a student or suspends a student for more than 10 consecutive school days, Map Academy is required to notify the student and the parent or guardian of the student of the opportunity to receive educational services under the school-wide education service plan.

Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or

school district shall facilitate and verify enrollment in the service.

Discipline of Students with Special Needs

The Individuals with Disabilities Education Act (IDEA) provides eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

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

The Team must determine if the conduct in question was caused by or the result of a direct and substantial relationship to the child's disability and if the conduct in question is the direct result of the school's failure to implement the IEP.

If the Team determines the behavior was not a direct result of the student's disability or the school's failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability or it was a direct result of the school's failure to implement the IEP, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new IEP. The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

In the event a student possesses uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request a due process hearing from the Bureau of Special Education Appeals.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Special Education Office at 508-830-9500.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEPs if the school is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the school's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

f. Withdrawal Policy

It is possible to lose a spot at Map Academy because of chronic absenteeism. In the instance that a student has reached their fifteenth consecutive absence and has not responded to attempts by Map Academy staff to make a plan to help the student re-engage with school, Map Academy will provide written notice to the student and parent/guardian. This notice provides the student and family the opportunity to meet with the Co-Directors within 10 days of the notice to discuss the student's return to school and/or another plan. If the student/parent does not respond to the written notice described above within 10 days, the student may forfeit his/her spot to a student on the waitlist, subject to the notification and exit interview requirements under MA law, which are outlined below.

No student will be considered to be permanently unenrolled unless and until the following has occurred: (1) the student has been absent from school for 15 consecutive days; and (2) the administrator has sent written notice to the student and parent/guardian of a meeting and exit interview with the student. (MGL c. 76, sec. 18) The notice will provide 2 possible dates and times for the exit interview, as well as the contact information for arranging the meeting. The Co-director(s) or his/her designee will conduct the interview. The process may proceed without the parent/guardian as long as there was a good faith effort to include the parent/guardian in the process. The exit interview shall include a discussion of the reasons for the student's disengagement from school and of alternative education options or placements.

If a student withdraws or is unenrolled due to non-attendance as described above, that student will be encouraged to return to Map Academy at a future enrollment window, but will be need to reapply and be subject to any necessary lottery according to the Map Academy Enrollment Policy. Furthermore, Map Academy will conduct ongoing outreach and at least annual written notice to all former students who have not yet enrolled in another educational program or yet earned a high school equivalency diploma in an attempt to encourage them to re-engage and return to Map Academy at the next available enrollment window.

g. Non Discrimination Policy

Map Academy is committed to the principle of diversity in its community and seeks to create an environment in which all people can thrive. It is essential that all individuals recognize the need for appropriate behavior to allow each person the freedom to learn and work without fear of intimidation or humiliation. Behavior that demonstrates disregard for the rights of others is unacceptable and the person engaging in such behavior will be subject to disciplinary action.

Map Academy, in accordance with its non-discrimination policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity or expression, religious beliefs, national origin, ancestry, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work.

Map Academy 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 Map 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, 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, or sexual orientation as required by M.G.L. c. 76, § 5. Map 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 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 Coordinators: the Codirectors 508-830-9500 or codirectors@themapacademy.org.

h. Bullying, Harassment, and Hazing Policy

Prohibition Against Bullying and Retaliation

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim 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 victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

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

Acts of bullying, which include cyber bullying, are prohibited:

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

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

Policies for Reporting and Responding to Bullying and Retaliation

Reporting bullying or retaliation

- Reporting by staff: Map Academy staff members are required to report immediately any instances of suspected bullying or retaliation, and are also expected to intervene appropriately in the moment. Even if the staff member believes the situation was appropriately addressed, the documentation is critical to determining whether there is a larger pattern or problem to address.
- Reporting by students: Students may make a report either for themselves or on behalf of others. They may request assistance from a staff member to write a report, or they may report verbally to an adult who writes on their behalf. Reports may be made anonymously, but no formal disciplinary action can be taken solely on the basis of an anonymous complaint.
- Reporting by parents, guardians, or others: Map Academy believes members of our community who witness or become aware of an instance of bullying will want to take action to keep our students safe. Reports can be made verbally or in writing to any staff member whom the witness feels comfortable contacting, and can be anonymous, although no disciplinary action can be taken on the basis of an anonymous complaint.

Any reports to the school will require the school to conduct an investigation of the incident, and will be documented. All reports are reviewed by a Co-Director or designee to determine the appropriate response. Reporters need to understand that while the school will follow up with any report, strict confidentiality laws prevent Map Academy from revealing information about students to adults other than their parents.

Responding to a report of bullying or retaliation

Safety

The first priority in responding to an incident will be to restore a sense of safety and protect the alleged victim from any further incidents while the circumstances are investigated.

Obligations to notify others

All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00. Upon determining that bullying or retaliation has occurred, a Co-Director or designee will promptly notify the parents or guardians of each student involved, and will share with them Map Academy's procedures for responding. If the reported incident involves students from other schools, public or private, the Co-Director or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) so that each school may take appropriate action.

At any point after receiving a report of bullying or retaliation, including after an investigation, if a Co-Director or designee has a reasonable basis to believe that criminal charges may be pursued against the perpetrator, the Co-director will notify the Plymouth Police.

Investigation and Determinations

A Co-Director or designee will promptly investigate reported incidents. This will include conversations with students, staff, parents/guardians, and others as necessary. To the greatest extent possible, the Co-Director or designee will maintain confidentiality during the investigation. A written record of the investigation shall be kept. The Co-Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Co-Director or designee will take steps aimed at preventing recurrence and ensuring that the victim is not restricted in participating in school or in benefiting from school activities. Actions will include both educational/therapeutic steps aimed at preventing future occurrences and disciplinary action as appropriate. The Co-Director or designee will promptly notify the parents or guardians of the victim and the perpetrator about the results of the investigation and what action is being taken. Because of the legal requirements regarding the confidentiality of student records, the Co-Director or designee cannot report specific information to the victim's parent or guardian about disciplinary action.

Map Academy is a deliberately small school where students are known well by many adults and where education is personalized to the maximum feasible extent. The responses taken in any situation where it is determined that bullying has occurred will necessarily be highly tailored to the particular needs of the student(s) involved.

For the victim(s), the highest priority will be promoting a sense of safety and personal strength and resilience. A Co-Director and/or counselor will meet with the victim to assess whether or not s/he feels safe or needs protection. The student's parents may also be consulted while making this determination. Depending on the circumstances, specific arrangements may be made to provide increased adult supervision, schedule adjustments or other plans for keeping students separated, or a change in routines or plans that eliminate the situations that exacerbate the problem. The victim may also receive coaching and practice in how to face future challenges, and will identify a trusted adult to approach as needed.

For the perpetrator(s), the response will seek a balance between discipline and education/intervention, as required in M.G.L. c. 71, § 37O(d)(v). Disciplinary responses will vary with the severity of the situation and the circumstances surrounding the incident. Interventions may include required counseling sessions, referrals for evaluation, behavior contracts, or classes to teach social skills.

Once a reasonable amount of time has passed, the Co-Director or designee will follow up with the students, and determine whether additional action is needed.

If the Co-Director or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Harassment:

Harassment by employees, students, vendors, volunteers and other individuals at Map or at school-sponsored events is unlawful and is strictly prohibited. Map 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.

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

Retaliation against an individual who has brought harassment or other inappropriate behavior to the attention of Map or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Map. Persons who engage in harassment and/or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration, subject to applicable procedural requirements.

Furthermore, incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Map 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.

Sexual Harassment

For purposes of Map non-discrimination policy, 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.

Please note that Title IX prohibits sexual harassment, but the conduct considered to be "sexual harassment" under Title IX is limited and does not capture all conduct that amounts to sexual harassment under school policy, and other state and federal laws. For these reasons, Map will investigate all allegations of sexual harassment in accordance with its Sexual Harassment /Title IX Policy, **attached to this document as Appendix C**, and if it determines that the alleged conduct falls outside of Title IX's scope but still constitutes sexual harassment under this non-discrimination policy, Map will implement appropriate remedial and/or disciplinary action in accordance with this non-discrimination policy.

Procedures for Dealing with Harassment

If you believe that you are a victim of harassment by a Map employee or volunteer, another student at Map 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: the codirectors, 508-830-9500 or codirectors@themapacademy.org.
- | For alleged violations of Section 504 and Title VI: the codirectors, 508-830-9500 or

codirectors@themapacademy.org.

| For all other incidents of harassment or discrimination: the codirectors, 508-830-9500 or codirectors@themapacademy.org.

| If the person(s) designated above is the aggressor, report the incident to hr@themapacademy.org

Nothing about this policy is intended to limit your ability to report the alleged harassment to any Map staff member. For reports of sexual harassment, Map adheres to its Sexual Harassment/Title IX Policy, **attached to this document as Appendix C**. For all other harassing conduct, including sexually harassing conduct that is not covered by Title IX, Map will take the following action:

Map 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. Map 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, Map 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, Map'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. Map will also interview the person alleged to have committed the harassment.

During the investigation, it may be necessary for Map to take supportive interim 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. Map will monitor any interim measures that it takes throughout the investigation.

Map 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, Map 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, Map will work to eliminate any hostile environment created by the harassment. In determining the appropriate response, Map 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 Map 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. Map 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, Map staff will follow the procedures set forth in the Child Abuse and Neglect Policy set forth in the Map 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 Map 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 Map'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).

Hazing Policy

Hazing is prohibited at Map Academy Charter School.

Section 17 of Chapter 269 of the Massachusetts General Laws states,

“Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.”

Section 18 of Chapter 269 states,

“Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.”

Section 19 of Chapter 269 states,

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

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

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

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

i. Acceptable use of Technology

All technology used to access the Map Academy network will be used in a responsible, legal and ethical manner. Failure to do so will result in the termination of network and email privileges for the user and/or other disciplinary action. Individual users of the network--students and adults--are responsible for their use of the network. Use of the network must support education and research purposes. Use of the network for illegal or commercial activities is prohibited.

A responsible network user will:

- Use appropriate and polite language
- Not send or post information or comments that other users will find harmful or offensive
- Conform with copyright laws and always give credit to author of material used
- Never reveal personal information about yourself or other user such as address, telephone number, credit card information, social security number, etc.
- Neither tamper with the system nor alter, delete or destroy anyone else's files, data or images.
- Not share their username and passwords; recognize that you are responsible for all activities done through your account.

A responsible network user must be aware that:

- Use of the Map Academy network, devices and email is a privilege, not a right.
- The Map Academy network is to be used only for educational purposes.
- Email and documents stored in Map Academy accounts are not guaranteed to be private.
- Violation of this policy will result in the possible loss of internet privileges and/or disciplinary action and/or prosecution under state and federal law.

j. Smoking/Vaping Policy

Smoking or vaping of any kind (including the use of e-cigarettes/vaping devices, etc.) is prohibited on school grounds, within 50 feet of school property, and at school sponsored events. A student determined to be in violation of this policy shall be subject to disciplinary action.

k. Substance Misuse Policy

Map Academy recognizes the significant barriers that substance misuse creates for students and families and is committed to supporting students' physical, mental and emotional health, including helping students and families connect to substance abuse counseling, treatment and support when necessary. All decisions regarding substance misuse by students at Map Academy are made through the lens of promoting and supporting student wellness.

There is absolutely no smoking, vaping or consumption of tobacco or marijuana products or any prescribed or non-prescribed controlled substances anywhere on the school grounds. It shall be a violation of this policy for any student, staff member or visitor to use, consume, display, distribute or sell any tobacco, marijuana or vaping products or paraphernalia or any prescribed or non-prescribed controlled substances at any time on school property or at an off-campus school sponsored event. Failure to comply with this regulation may result in confiscation of tobacco or vaping products/paraphernalia, counseling, community service, information about cessation programs, discipline up to and including expulsion from school, police involvement, and a fine of up to \$1000.

In accordance with M.G.L. c. 71 § 97 (as amended by St. 2016, c. 52, § 15), schools are required to verbally screen students at two grade levels for substance use disorders. This initiative can assist school staff with prevention efforts and identify early risk of substance use and misuse among middle and high school students. The recommended screening grade levels are grades 7 and 9. Map Academy will notify parents or guardians of the students who will be screened before the screening takes place, and permit the student's parent or guardian to opt out of the screening at any time through written notification. Schools are required to report aggregate screening data to the Department of Public Health (DPH) no later than 90 days after the screenings.

I. Student Records/Directory Information

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting The codirectors at 508-830-9500 or codirectors@themapacademy.org

The right to access the student's education records. Parents or eligible students should submit their request for access to the school principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from The codirectors at 508-830-9500 or codirectors@themapacademy.org

- a. The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- b. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with Map Academy and who need access to a record in order to fulfill their duties. Such school officials may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records. Map Academy also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials, so long as the disclosure is for purposes related to the student's enrollment or transfer.

The right to file a complaint concerning alleged failures by Map Academy to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SE, Washington DC.

I. Student Records/Non-Custodial Parent(s)

As required by Massachusetts General Law chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions:

- A. A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - a. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - b. The parent has been denied visitation, or
 - c. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - d. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- B. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- C. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- D. Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- E. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- F. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. C. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.:

M.G.L. 71:343D; 71:34H

603 R 23.07 (5) Access Procedures for Non-Custodial Parents

Family Education Rights and Privacy Act (FERPA)

m. Restraint of Students Policy

I. Background of Policy

The Board of Education for the Commonwealth of Massachusetts adopted regulations governing Physical Restraint (603 CMR 46.00), hereinafter referred to as the "Regulations," effective April 2, 2001. In distributing the Regulations, the Board of Education, through the Department of Education (DOE) has described its goal of working in partnership with local educational agencies to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Map Academy complies with the Regulations to the extent required by law. This policy provides a brief overview of the Regulations.

II. Purpose and Scope

The Regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable Regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

Map Academy's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in Map Academy's 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, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

III. Application

Methods and conditions for Implementation

School staff may use physical restraint only (1) when non-physical interventions are ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others, or (2) pursuant to a student's Individual Education Plan or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Physical restraint is the use of bodily force to limit a student's freedom of movement. It does not include touching or holding a student without the use of force for the purpose of directing the student.

Chemical and mechanical restraints may not be used. Seclusion is prohibited.

Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

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

Staff Training

Each school year, all school staff will receive training with respect to the district's restraint policy (i.e. following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. New hires during the year will be trained within the first month of their employment.

Additionally, each school will identify specific staff to serve as school-wide restraint team to ensure proper administration of physical restraint. These individuals must participate in an in-depth training with respect to restraint and implementation of the Regulations.

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The report must also include information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

Exceptions may be made when explicitly authorized by a physician and approved by a parent or guardian. Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement. Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. It does not include a protective or stabilizing device ordered by a physician.

Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff. It does not include the use of "time out" procedures during which a staff member remains accessible to the student.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

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

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Complaints

To file a complaint regarding a restraint, please contact:

the codirectors at 508-830-9500 or codirectors@themapacademy.org

References

Regulations of the Commonwealth of Massachusetts governing Physical Restraint (603 CMR 46.00) can be obtained at: www.doe.mass.edu/lawsregs/603cmr46.html.



MAP ACADEMY

Wellness Policy

Table of Contents

[Preamble](#)

[School Wellness Committee](#)

[Wellness Policy Implementation, Monitoring,
Accountability, and Community Engagement.](#)

[Nutrition](#)

[Physical Activity](#)

[Other Activities that Promote Student Wellness](#)

[Glossary](#)

Map Academy Wellness Policy

Preamble

Map Academy Charter School (hereto referred to as the Map Academy) is committed to the optimal development of every student. The Map Academy believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010. ¹² Singh A, Uijtendewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *Map Academy Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from http://changelabsolutions.org/publications/Map_Academy-policy-school-food-ads.

This policy outlines the Map Academy's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the Map Academy have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and afterschool;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the Map Academy in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The Map Academy establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the Map Academy.

L. School Wellness Committee

Committee Role and Membership

The Map Academy will convene a representative school wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least twice per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this Map Academy-level wellness policy (heretofore referred as “wellness policy”).

The SWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors,

nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Name	Title	Role
Josh Charpentier		Co-Wellness Coordinator
Rachel Babcock		Co-Wellness Coordinator
Maxanne Wordell		Social Worker
Heather Sears		Nurse

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The Map Academy will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at: www.themapacademy.org

Recordkeeping

The Map Academy will retain records to document compliance with the requirements of the wellness policy at the school office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

At least once every three years, the Map Academy will evaluate compliance with the wellness policy to assess the implementation of the policy and include

- The extent to which schools under the jurisdiction of the Map Academy are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the Map Academy's wellness policy.

The SWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as Map Academy priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The Map Academy is committed to being responsive to community input, which begins with awareness of the wellness policy. The Map Academy will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that Map Academy. The Map Academy will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The Map Academy will use electronic mechanisms, such as email or displaying notices on the Map Academy's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The Map Academy will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the Map Academy and individual schools are communicating other important school information with parents.

The Map Academy will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The Map Academy will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school Map Academy is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the Map Academy participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *any additional programs the school may elect*. All schools within the Map Academy are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;

- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The Map Academy offers reimbursable school meals that meet [USDA nutrition standards](#).)

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The Map Academy will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The Map Academy is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The Map Academy will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents.
3. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The Map Academy will make available to parents and teachers a list of healthy fundraising ideas

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently

through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The Map Academy will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The Map Academy aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Include nutrition education training for teachers and other staff.

Food and Beverage Marketing in Schools

The Map Academy is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Map Academy strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on Map Academy property that contains messages inconsistent with the health information the Map Academy is imparting through nutrition education and health promotion efforts. It is the intent of the Map Academy to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the Map Academy's wellness policy.

IV. Physical Activity

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason.

To the extent practicable, the Map Academy will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The Map Academy will conduct necessary inspections and repairs.

Physical Education

The Map Academy will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided equal opportunity to participate in physical education classes. The Map Academy will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

V. Other Activities that Promote Student Wellness

The Map Academy will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The Map Academy will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development,

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

- | | |
|---|-----------------------------|
| (1) mail: U.S. Department of Agriculture
email: program.intake@usda.gov
Office of the Assistant Secretary for Civil
Rights 1400 Independence Avenue,
SW
Washington, D.C. 20250-9410 | (2) fax: (202) 690-7442 (3) |
|---|-----------------------------|

This institution is an equal opportunity provider.



Pathways to Your Diploma

CORE ACADEMIC

ELA
8 credits



Math
8 credits



History
6 credits



Science
6 credits



PERSONALIZED LEARNING

Electives
10 credits



Health/Wellness
4 credits



Capstone Project
1 credit



WAYFINDING

Career Development
1 credit



Post-Secondary Plan
1 credit



STATE REQUIREMENTS

ELA MCAS
Passing Score



Math MCAS
Passing Score



Science MCAS
Passing Score



Appendix C:

Sexual Harassment/Title IX Policy

Introduction

Title IX of the Education Amendments Act of 1972 and various state and federal laws protect all students and school employees from sex-based harassment that occurs during an educational activity, regardless of the sex of the parties. In school systems, sexual harassment may cross many lines, and may involve staff member and staff member, staff member and student, student and student, third party and staff member, or third party and student. All students and school employees can experience sex-based harassment, including male and female students/employees, LGBT students/employees, students/employees with disabilities, and students/employees of different races, national origins, and ages.

Any person who believes that a student, teacher, administrator, other school personnel or third party has engaged in conduct prohibited by this policy, whether such conduct has been directed at him/her or some other person, should report the alleged prohibited conduct as soon as possible to the appropriate Map Academy official (as designated by this policy) verbally or in writing. Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different Map Academy employee than the one designated in this policy.

Policy Statement

Map Academy does not discriminate against individuals on the basis of sex, or any other category protected by state and federal law, in the administration of its educational and employment policies, and in its administered programs and activities, and provides equal access to all designated youth groups. Map Academy is committed to maintaining an educational and work environment free from all forms of discrimination, including sexual harassment and retaliation.

Goals

Map Academy is committed to providing equal educational opportunities and a safe learning and workplace environment free from discrimination, including sexual harassment and retaliation. Map Academy will not tolerate any form of discrimination, including sexual harassment and retaliation, within the school community. Map Academy will promptly and fairly investigate and respond to all allegations and complaints of sexual harassment and retaliation. During the investigation process, Map Academy will provide equitable treatment to complainants and respondents, ensure objective evaluation of all relevant evidence, and designate investigators and decision makers who are free from bias or conflict of interest. Following an investigation where it is determined that sexual harassment has occurred, Map Academy will take prompt, appropriate disciplinary, corrective and remedial measures necessary to ensure a safe and equitable learning and workplace environment for all school community members.

Definitions

Title IX identifies three separate types of conduct that would constitute “sexual harassment”:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (“quid pro quo harassment”);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity (“hostile environment harassment”); or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Examples of unwelcome conduct that may establish a hostile environment include but are not limited to unwelcome sexual advances; requests for sexual favors; verbal, nonverbal or physical conduct of a sexual nature; sex discrimination; threats of violence; and/or physical assault.

The following additional definitions apply:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of Map Academy, except that this standard is not met when the only official of Map Academy with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever Map Academy has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes Map Academy from removing a respondent Map Academy’s education program or activity on an emergency basis, provided that Map Academy follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant (or the complainant’s parent or guardian if the complainant is a student) or signed by the Title IX Coordinator alleging sexual harassment and requesting that Map Academy investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Map Academy must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Application of Title IX/Sexual Harassment Policy

To be covered by Title IX, the sexual harassment must have occurred in the school’s education program or activity and the complainant must have been participating in or attempting to participate in an education program or activity at the school at the time the complaint is filed. The complainant must also have been in the United States when the conduct occurred.

Map Academy will investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school’s programs and activities, including locations, events, and/ or circumstances in which the Map Academy exercises substantial control, in accordance with this policy and in a way that is not deliberately indifferent.

While Title IX covers the above-described definition of “sexual harassment”, Map Academy recognizes that the Title IX standard does not capture all conduct that amounts to sexual harassment under school policy and other state and federal laws. Therefore, while Map Academy prohibits “sexual harassment” as defined by Title IX, it also prohibits sexually harassing conduct that may fall outside of Title IX’s definition and includes 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 or employees.

If Map Academy determines that the alleged conduct falls outside of Title IX’s scope but still constitutes sexual harassment under other school policies, Map Academy will implement appropriate remedial and/or disciplinary action in accordance with those policies.

Please note that incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Map Academy will also 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.

Complaint and Reporting Process:

For allegations of sex-based discrimination, including sexual harassment, sexual violence, and gender-based harassment by a Map Academy employee or volunteer, another student at Map Academy or a third party, immediately report the incident to Map Academy's Title IX Coordinator and /or the Principal of your school building. The Title IX Coordinator's

Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different Map Academy employee than the one designated in this policy.

Upon receiving actual notice of alleged sexual harassment, all non-student members of the Map Academy community (including Map Academy board members, administration, faculty, staff, volunteers in schools and/or parties contracted to perform work for Map Academy, subject to school authority) must notify the Title IX coordinator as soon as practicable, but no later than 24 hours after becoming aware of the incident. Failure to comply with this mandatory reporting requirement or this Protocol may lead to disciplinary action.

The Title IX coordinator, and/or designated school administrator and/or employee, must then contact the complainant within two days of receiving the complaint and do the following:

- Promptly offer and discuss supportive measures with the complainant.
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Explain the process of filing a formal complaint and determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead Map Academy to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require Map Academy to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference. If a formal complaint is not made, Map Academy may still investigate the report of sexual harassment in accordance with its Non-Discrimination Policy, taking the complainant's wishes into consideration.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by Map Academy.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of Map Academy. Additionally, Map Academy has discretion to dismiss a formal complaint where the passage of time would result in Map Academy's inability to gather evidence sufficient to reach a determination regarding responsibility, or when Map Academy loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by Map Academy).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in Map Academy's education program or activity, or did not occur against a person in the United States, then Map Academy must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. Map Academy will send written notice of any dismissal.

Written Notice of Formal Complaint

Upon receiving a formal complaint of sexual harassment, Map Academy will provide the complainant and the respondent written notice of the allegations, the grievance process, the appeal process, available supportive measures, and possible disciplinary sanctions and remedies. The written notice will also include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the Map Academy's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, and only after a formal complaint has been filed and written notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Participation in an informal resolution process may only occur where both parties give voluntary, informed, written consent to attempt informal resolution, and either party has the right to withdraw from the informal process at any time. The informal complaint option is not available for reports of employee-on-student sexual harassment; in this context a formal investigation is required. Where an informal resolution process is agreed to, it will be facilitated by a facilitator designated by the Title IX coordinator who does not have a conflict of interest and/or bias for or against complainants or respondents and who has received proper training.

Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures and decline informal resolution at any step in the process, even if informal resolution has already begun.

If the parties are not satisfied with the resolution from the informal process, or if he/she/they do not choose informal resolution, then he/she/they can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

All formal complaints will require a full investigation in accordance with the Title IX grievance process. For formal complaints of sexual harassment, the investigator will conduct and complete a thorough and impartial investigation into the reported conduct within a reasonably prompt timeframe, with delays for good cause only. Good faith efforts will be made to complete the investigation within 15 school days of the initiation of the formal complaint, except for good cause, as documented in the investigation file. Where feasible, the formal process will be completed within a ninety (90) day timeframe from the date a formal complaint is filed with Map Academy. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- **Gathering Evidence**

The investigation will include personal interviews with the complainant(s), the individual(s) against whom the complaint is filed, and others who have knowledge of the alleged incident(s) or circumstance(s) giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator, including but not limited to gathering physical evidence. The investigator will find facts and making determinations related to credibility, all of which will be incorporated into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Map Academy will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

For Title IX purposes, if a student requests that his or her name not be revealed to the

alleged perpetrator, honoring the request may limit Map Academy's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. Title IX includes protections against retaliation, including retaliatory actions taken by the school and school officials, and school officials will not only take steps to prevent retaliation but will also take strong responsive action if it occurs. Confidentiality concerns should be brought to the attention of the Title IX Coordinator, whose contact information is provided above, and/or [the Principal of your school building](#).

Map Academy has the burden of gathering the evidence, not the parties. However, parties may gather and present evidence of their own. All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation.

All parties whose participation is invited or expected will be provided with written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

All parties will be provided with the opportunity to be accompanied to any related meeting, interview or proceeding by an advisor of their choice, who may be, but is not required to be, an attorney.

Map Academy will not require, allow or rely upon privileged information, unless privilege is waived in writing by the holder.

All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation. Prior to completion of the investigative report, Map Academy will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) days to submit a written response to the evidence, which the investigator will consider prior to completion of the investigative report.

- Investigative Report & Written Questions

Upon its completion, the parties will be provided with a copy of the investigative report for their review and, if desired, written response. Written responses from the parties will be required within ten (10) days of receipt of the investigative report and will be incorporated into the investigative report.

After the parties' responses to the investigative report, if any, have been incorporated into the investigative report, but prior to reaching a determination regarding responsibilities, the decision-maker(s) – who will not be the same person(s) as the investigator and/or Title IX coordinator – will afford each party the opportunity to submit written questions for the other parties and witnesses to answer, provide each party with the answers, and allow for additional, limited follow-up questions from each party. If any questions are determined not to be relevant, the decision-maker may exclude the questions and will explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Written Determination & Standard of Evidence

After this process, the decision-maker will issue a written determination simultaneously to the parties regarding whether sexual harassment has occurred using a preponderance of the evidence standard, as it does for all conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanctions. Resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, Map Academy will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, etc.;
- Findings of fact supporting the determination;

- Conclusions regarding the application of the recipient's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- Map Academy's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Disciplinary Action, Corrective Action, and Remedial Measures

If the respondent is ultimately found responsible, the complainant will be made aware of any sanctions imposed on the respondent that directly relate to the complainant. The respondent will not be notified of individual remedies offered or provided to the complainant. If the respondent is ultimately found responsible, Map Academy will effectively implement remedies for the respondent, complainant and where appropriate, for the broader student population. The remedies will be designed to restore or preserve equal access to the educational program or activity for a complainant, end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Remedies may include, but are not limited to, disciplinary sanctions against the respondent, up to and including termination and/or expulsion, counselling for the respondent, an escort for the complainant, ensuring that complainant and respondent do not share classes or extracurricular activities, providing comprehensive victim services, training or retraining school employees, changes to Map Academy's policies and/or services, etc. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit Map Academy from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeal Process

Parties may appeal the decision issued as a result of the investigation, or from Map Academy's dismissal for a formal complaint or any allegations therein, within 15 school days of receipt of the findings of the formal procedure or a dismissal. The decision-maker(s) for the appeal will not be the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), and/or the Title IX Coordinator. Parties may appeal on the basis of procedural deficiencies; bias or conflict of interest; newly discovered evidence; and/or other good cause.

Map Academy will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The appeal decision-maker will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Training

Map Academy will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Map Academy will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

Map Academy also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on Map Academy's website.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and Map Academy staff will document the basis for Map Academy's conclusion that its response was not deliberately indifferent.

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of Map Academy policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or Map Academy policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Retaliation against an individual who has brought good faith allegations of sexual harassment to the attention of Map Academy or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Map Academy. If a student/employee believes that he/she/they has/have been retaliated against in connection with any good-faith report of inappropriate conduct or harassment, the student/employee should immediately report such conduct to the Title IX Coordinator and/or Principal of your school building. The Title IX Coordinator and/or designee will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

In addition to the above, if you believe you have been subjected to unlawful harassment and/or retaliation you maybe file a complaint with either or both of the following local government agencies. Each of the agencies has a short time period for filing a claim.

United States Equal Employment Opportunity Commission,
JFK Federal Building,
475 Government Center
Boston, Massachusetts, 02203
800-669-4000

Massachusetts Commission Against Discrimination,
Boston office at One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108,
617-994-6000

Office of Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02129
(617) 289-0111

You may also file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel.