



Student & Family Handbook

2023-2024



MAP ACADEMY

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



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This handbook has been translated into the major languages spoken by parents or guardians of Map Academy Students. At the request of a parent or student whose primary language is not English, and whose primary language a student handbook has not already been translated into, a student handbook or student code of conduct will be translated into that language. The District will also make oral interpretation available for any parent or guardian with limited English skills, including parents or guardians who speak low-incidence languages.



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 the 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 were 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.

RIGHT TO AN EQUAL EDUCATION

"Every person shall have a right to attend the public schools of the town where she/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools.



No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.” M. G. L. c. 76, § 5.

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.
firstinitiallastname@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	Anchor
9:00-10:00	FLEX Block
10:00-11:30	Interdisciplinary Studio
11:30-12:15	Lunch
12:15-1:15	FLEX Block
1:15-2:45	Interdisciplinary Studio
2:45-3:00	Anchor

g. Student Driving/Parking

Students will be issued parking permits on a space available basis. Student parking is limited. 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. Drivers shall not pass school buses when passengers are being picked up or discharged. See M. G. L. c. 90, § 14 (punishable by fines and possible loss of license for repeat violations). In addition, drivers shall not operate a motor vehicle within 100 feet behind a school bus. With limited exceptions, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. M. G. L. c. 90, § 16B. While on school property, drivers, as well as passengers, must properly fasten safety belts. Failure to obey the traffic laws may result in disciplinary action.

Any student driving to school should be aware that a student's motor vehicle that is on school property may be searched, and the student's belongings may be seized, if there exists reasonable suspicion that the student has violated or violating either the law or the rules of the school. Except as otherwise necessary due to exigent circumstances, searches will be conducted by a school administrative staff member in the presence of another adult. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive. When reasonably possible, search of a student's motor vehicle parked on school property will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a second school official. Any and all illegal, prohibited, or contraband materials discovered as a result of such searches will be confiscated. Students found in possession of such items or materials may be subject to disciplinary action and criminal prosecution. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search. For more information about searches and seizures while on school property, please see the handbook section *Searches and Interrogations*.

Any violation of student vehicle use, or any refusal to allow a vehicle search, may 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 leaving campus with others 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
- Administer medications
- Provide first aid and emergency medical care
- 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, including any medical condition which might require special attention or planning such as asthma, severe allergies, seizure disorder, or diabetes.
- Communicating with the nurse directly if medication or health needs change.
- Updating your address, phone number and health insurance information should they change.

Administration of Medication:

- If medication needs to be administered during school hours, whether it is a prescription or over-the-counter medicine, such administration of medication must be done by the school nurse or with the authorization of the school nurse in accordance with 105 CMR 210.000. Unless an agreement has been entered into by the school nurse, parent/guardian, and the student, and the conditions for self-administration outlined in 105 CMR 210 have been met, no student is permitted to carry and/or self-administer medication.
- Whenever possible, medication administration should be scheduled at times other than during the school day. If it is necessary that your child receive medicine during the school day, the school nurse is responsible for the administration of all medications. All medications must be delivered to the nurse by a parent, guardian, or another designated adult. Medication must be in its original pharmacy-labeled container, and be accompanied by a doctor's order and written parental approval prior to administration.
- Students found in possession of unauthorized medications on school grounds or at school-sponsored events may be subject to discipline.

Health Insurance:

- 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.

Dismissal Because of Student Health:

- 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.



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. Accordingly, Map Academy has an open door policy in regards to outside agencies and other community based supports participating in school meetings and meeting with students and families during the school day, as appropriate and with the 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. M. G. L. c. 119, § 51A.

Alcohol and Other Drugs – The Map Academy Handbook details disciplinary policies and procedures regarding infractions that involve the use and possession of alcohol, drugs, drug paraphernalia, tobacco/nicotine, and tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus. . Casual conversation at Map Academy about the use of alcohol and drugs is discouraged. However, responsible, educational dialogue at Map Academy about these topics is 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 a response by a Map Academy staff member in accordance with the policies set forth below. 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, if appropriate.



k. Extracurricular Activities

Map Academy provides all students, including those with disabilities, an equal opportunity to participate in non-academic and extracurricular services and activities. In order to provide students with an equal opportunity to participate, Map Academy will provide “reasonable modification” and any necessary aids and services. Although Map Academy will ensure that students with disabilities have an equal opportunity to participate with non-disabled students to the maximum extent appropriate given their needs, there may be instances where the school will require a level of skill to participate in certain competitive programs. Determinations as to whether a reasonable modification is legally required will be done through an individual inquiry.

A student may be removed from participation in extracurricular activities at the discretion of the Co-Director of Teaching and Learning or her/his designee for disciplinary reasons. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating days of suspension.

l. 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 M. G. L. c. 71, § 38R.

Observations of a student’s current and/or proposed special education program may be conducted by a parent/guardian or his/her designee in accordance with M.G.L. c. 71B § 3. Parents must request an observation in advance and can submit the request to their Student’s Team Chair, the Special Education Coordinator, or the Co-Directors. Observers may be required to sign a non-disclosure form to protect student confidentiality.

m. Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records regulations (603 CMR 23.00) provide parents and eligible students certain rights with respect to a student’s education records. A general overview of those rights is provided below. Parents and eligible students may obtain a complete copy of their rights by contacting the Co-Directors at 508-830-9500 or codirectors@themapacademy.org

Massachusetts regulations related to student records (603 CMR 23.00) ensure a student’s (and their parents’) rights of inspection, amendment, destruction, and confidentiality related to their records.

Under 603 CMR 23.01, the rights related to student records belong to the student’s parent if the student is under the age of fourteen (14) and has not started the ninth grade. Upon reaching the age of fourteen (14) or upon starting the ninth grade (whichever occurs first), both the student and their parent retain the rights related to student records. Either the student or the parent can exercise these rights independently. Once the student reaches the age of eighteen (18), the student exclusively retains the rights related to student records and only they can exercise such rights if they expressly limit the rights of their parent, exclusive of the right to inspect. If a student wishes to limit the rights which are held by their parent, they must make the request to the Co-Director of Teaching and Learning (principal) or Co-Director



of Operations and Finance (superintendent) in writing. A parent always maintains the right to inspect the student record.

The student record consists of the transcript and the temporary record, including all information on recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. The regulations divide the record into two sections, the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes the name, address, course titles, grades, credits, and grade levels completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

Inspection of Record - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the district may charge the parent/student for said copies at the district rate. The parent and/or eligible student may request to meet with professional qualified school personnel to have any of the contents of the record interpreted. Parents and eligible students should submit their request for access/inspection to the co-directors by contacting 508-830-9500 or codirectors@themapacademy.org.

With a few exceptions, no individual or organization other than the parent, student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the eligible student. Map Academy protects the confidentiality of personally identifiable information of students in accordance with state and federal law.

Amendment of Record - The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to request a conference with the Co-Director of Teaching and Learning or her/his designee to make their objections known. Within a week after the conference, the Co-Director of Teaching and Learning or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school.

Directory Information - Federal law requires that Map Academy release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the school may release the following directory information about a student without prior consent: a student's name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be



released without prior consent by notifying the co-directors in writing by the end of September of each school year.

Destruction of Records - The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

Transfer of Records - In accordance with 603 CMR 23.07(4)(g), it is the practice of Map Academy to forward the student record of any student who seeks or intends to enroll, or already has enrolled, in another public school, if the disclosure is for the purpose of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

Non-Custodial Parents - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the Co-Director of Teaching and Learning. Upon receipt of such a request, the Co-Director of Teaching and Learning shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, §34H; 603 CMR 23.07.

Third Party Access - Authorized school personnel, including: (a) school administrators, teachers, counselors, and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the evaluation team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

Complaints - A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520, 1-855-249-3072 or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300. If you have any



questions regarding this notice, or would like more information and/or a copy of the Massachusetts Department of Elementary and Secondary Education Student Record Regulations, please contact the co-directors at 508-830-9500 or codirectors@themapacademy.org.

n. Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the school's conducting of surveys, the collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey"), if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or student's parents; and/or income, other than as required by law to determine program eligibility.
- Notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.

The above rights transfer from the parents to a student who is eighteen (18) years old or an emancipated minor under State law.

Map Academy will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as methods to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys



listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE, and any non-emergency, invasive physical examination or screening as described above.

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

Family Educational Rights and Privacy Act Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

o. Age of Majority

At age eighteen (18), students are considered adults, with full legal capacity (unless legally incapacitated) to make their own decisions (Age of Majority). See M. G. L. c. 231, § 85P. Students who are 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.

Once the student reaches the age of 18, the student exclusively retains the rights related to student records and only they can exercise such rights if they expressly limit the rights of their parent, exclusive of the right to inspect. If a student wishes to limit the rights which are held by their parent, they must make the request to the Co-Directors in writing. See 603 CMR 23.00. A parent always maintains the right to inspect the student record. See M. G. L. c. 71, § 34E.

A student retains the right to make all decisions related to special education programs and services when the student reaches the age of 18. Parents will continue to receive written notice and information, but the student will have decision-making authority and the school is required to obtain consent from the student to continue special education services if the student is eighteen (18) years old or older. However, the student may decide to share decision-making authority with their parent (or other willing adult). If a student decides to share such authority, this must be done in the presence of the Team and in writing. If a student and parent share decision-making authority, and disagree about a matter, the student's choice shall prevail. A parent retains full decision-making authority if the parent has received a guardianship from court. In addition, a student may delegate decision-making authority to their parent (or other willing adult) if the decision is made in the presence of at least one school representative and a witness, and in writing. See 603 CMR 28.07(5). Students and parents will be notified one year before the student turns 18 of the rights that will transfer to the student upon turning 18, as well as the parents right to continue to receive notices and to inspect the student's record. See 34 CFR §§ 300.320(c) and 300.520. When the student turns 18, the school is required to obtain consent from the student for their continuation in the designated special education program.



p. Searches and Interrogations

1. Search of Student Lockers and Desks

Map Academy has the right to inspect a student's locker or desk. If lockers and/or desks are issued to students, lockers and desks are school property and the school reserves the right to search lockers and desks at any time. At Map Academy, some lockers will be available for student use. Students have no expectation of privacy in regard to the contents of their lockers or desks.

1. Lockers and desks are the property of Map Academy. Map Academy maintains control of all locks affixed to lockers. No other locks are permitted and such locks will be removed by school officials.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any items/substances in violation of any school rule or Federal, State, or Local law in a locker or desk.
4. Items/substances prohibited from being in lockers include but are not limited to: guns/knives/weapons (real or fake), drugs and/or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other item which may disrupt the educational environment or other evidence of a school rule or legal violation.
5. Students should be aware that, at the discretion of a school administrator, a student's locker or desk may be searched at any time and prohibited items/substances will be seized.

2. Search of Students and Their Belongings

1. Search of a student's person, personal possessions, and internet sites will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to, but is not limited to: articles of clothing such as pockets; removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks. Any and all illegal, prohibited, or contraband materials discovered as a result of such a search will be confiscated. Students found in possession of such items or materials may be subject to disciplinary action and criminal prosecution.
2. Search of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive. When reasonably possible, search of a student's belongings not in the immediate possession of the student or of a student's automobile parked on school property will be in the



presence of the student(s) whose conduct is under scrutiny and in the presence of a second school official. Any and all illegal, prohibited, or contraband materials discovered as a result of such searches will be confiscated. Students found in possession of such items or materials may be subject to disciplinary action and criminal prosecution. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.

3. If a school administrator has reasonable suspicion that a student has violated a school rule or the law, the student's, or parent's, consent is not needed to search the student, the student's belongings, or the student's automobile. However, if the student fails to comply with the search in a manner that impedes the search, the student may be detained until the student's parents, and, if necessary, the police, can arrive at the school.
4. Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school-sponsored event on or off school property or during the transportation to or from such event.
5. In the event of a search of a student, or his/her belongings, parents will be notified of the search and the results thereof as soon as practicable.

Map Academy administrators will conduct searches in the presence of another adult, unless exigent circumstances determine otherwise. Any object or substance found which may be evidence of a crime will be given to the police. Objects or substances which may be evidence of a school rule violation, but not a crime, will be held by Map Academy administrators, and, if appropriate, may be returned to the student's parents. When school officials refer a student to the police the student's parents will be notified as soon as practicable.

3. Interrogations by Police

If law enforcement determines that it is necessary to question students during the school day or during a school-sponsored extracurricular activity, the Map Academy co-directors or his/her designee will, if possible, be present during the questioning. The co-directors will attempt to contact the student's parents or guardians to apprise them of the circumstances.

q. Cell Phones/Headphones

Provided that such use does not interfere with one's own learning or another student's 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 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 at school or at school-sponsored events, including transportation to and from.

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 loud enough so as to disturb other students or staff. Students are expected to 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.

All use of electronic devices must comply with the Map Academy Acceptable Use of Technology Policy (see Appendix – Section i).

r. Student Dress Code

Student dress should allow for students to express their personal style and views. Students maintain the right to personal dress and appearance, unless a school official determines that such personal dress and appearance violates reasonable standards of health, safety and cleanliness.

Students also have the right to freedom of expression. However, this right is limited in public schools if the expression, including that which is expressed via clothing, causes disruption or disorder. See M. G. L. c. 71, § 82.

Map Academy will not adopt or implement any policy that prohibits or impairs any hairstyle historically associated with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures. See M. G. L. c. 71, §1D; See M. G. L. c. 4, §7.

Ultimately, Students should wear clothes that would be considered appropriate in a workplace setting. Students may wear hats in school. However, if a student is asked to remove a hat by a staff member for an educational reason, the student must comply.

Failure to comply with the Map Academy dress code may result in remedial and corrective action including, but not limited to, a call home to exchange clothes and/or disciplinary action.

s. Outside Boundaries

When outside the building during school hours, such as during break or lunch, or before and after school, students may only gather in the areas designated by the staff members supervising the area and must remain easily visible to supervising staff. During these times, students are prohibited from being in the wooded areas at the edges of the school property, unless authorized to do so by the supervising staff. 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. Any action which disrupts the school and/or is dangerous or disrespectful to others, including our property neighbors, is prohibited. All students must enter and exit the building by using the main (front) door unless they are accompanied by a staff member. Students are required to abide by these rules, and failure to do so may result in corrective or remedial action, including, but not limited to, the loss of the privilege of going outside during the school day and/or disciplinary action.



t. 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 are at least eighteen (18) years old may opt to leave school property during the school day, including for 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 during the school day, including for lunch without a staff member. Even with a signed parent permission form, leaving campus for lunch is a privilege and may be revoked if students fail to comply with school rules, including 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.**

u. Technology

Student use of technology is a privilege that supports teaching, learning, and research. Map Academy prides itself on being at the forefront of increasing students' access to technology in their education. Accordingly, students at Map Academy are provided with a laptop computer and access to its network; providing them with access to an entire world of knowledge and education. The Map Academy-issued laptop, as well as any other device issued by Map Academy, and the Map Academy network (including email) are the property of Map Academy, and students do not have an expectation of privacy as to their use of the laptop and network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of the laptop or network. The Acceptable Use of Technology policy applies to use of Map Academy-owned technology and privately-owned technology that is connected to the Map Academy network. All users are required to read and understand the Map Academy Acceptable Use of Technology policy on page 64. Violations of the Acceptable Use of Technology policy and/or the provisions of this handbook, may result in corrective and remedial action, including but not limited to, revocation of any issued device and/or access to the school network, and/or discipline.

CIPA (Children's Internet Protection Act)

Both on premises and at home when using school-issued devices / accounts, content is filtered and monitored as required by the Children's Internet Protection Act (CIPA). Map Academy is required by CIPA to block access to inappropriate content and monitor internet use by minors. The Map Academy Technology Department is responsible for managing the school's internet filter and will work with Map Academy staff to ensure the filter meets the academic and operational needs of the school, while protecting minors from exposure to



inappropriate content. There should be no expectation of privacy related to information stored or transmitted using Map Academy's devices, systems, or networks.

Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Map Academy educates Students about appropriate online behavior, including interacting with other individuals on social networking web sites as well as cyberbullying awareness and response.

v. 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.

w. 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

x. 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.



y. Physical Education

Physical education is a required subject in all grades for all students for the purpose of promoting physical well-being. Instruction in physical education may include calisthenics, gymnastics and military drill; but student will not be required to take part in any military exercise if their parent/guardian is of any religious denomination conscientiously opposed to bearing arms, or is themselves so opposed. The parent/guardian must notify the Board of Trustees in writing of their religious or personal opposition. Students will not be required to participate in physical education exercises if a licensed physician certifies in writing that in their opinion such physical education exercises would be injurious to the student. M. G. L. c. 71, § 3.

z. 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. False alarms of fire, as well as tampering or meddling with the school's fire signal system, are crimes and violations of the school's code of conduct. M. G. L. c. 269, § 13; M. G. L. c. 268, § 32. In addition, tampering with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices may result in discipline. Failure to comply with the law or school policy may result in disciplinary action, including but not limited to suspension or expulsion. 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.

aa. McKinney-Vento Homeless Education Assistance Act

The McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- migratory children who qualify as homeless because they are living in circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the



school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency, or have missed any enrollment deadlines.

Homeless students have the right to immediately enroll in the school district where they are temporarily residing or remain in their school of origin, and receive transportation. Homeless students are entitled to transportation to and from their school of origin. If the school of origin is in a different district, the districts will coordinate the transportation services and costs.

According to the student's best interest, if a student becomes homeless or permanently housed during the school year, they have the right to remain in their school of origin with transportation, if needed, for the duration of homelessness or attend the public school in the area where they are actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, with transportation, pending resolution of the dispute. The parent or guardian shall be informed of the school's decision and their appeal rights in writing. The school's liaison will carry out dispute resolution as provided by the process set forth by state and federal law and the Department of Elementary and Secondary Education.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to school policies. If the student does not have immediate access to immunization records, the student shall be admitted under an exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible, and the school liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to school policies. Emergency contact information is required at the time of enrollment consistent with school policies, including compliance with the state's address confidentiality program when necessary. Information about a homeless student's living situation will be treated as a student education record, and is not considered directory information.

The school's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools and the school's Homeless Education Policy, in such places where children receive services such as: schools, family shelters, and health clinics. The liaison will also help homeless families and youth access educational services and related opportunities for which they are eligible, including but not limited to Head Start, Even Start, and school nutrition programs.

For additional information regarding homeless students' rights and services, please contact the Co-Director of Teaching and Learning or the School Homeless Liaison, Maxanne Wordell, mwordell@themapacademy.org.



bb. Educational Opportunities for Students in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attends in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF and other school districts to ensure that students will receive transportation to the school of origin if needed. *See DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.*

1. Best Interest Determination

Decisions about whether a student in foster care should continue to attend their school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made. *See DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.*

2. Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. *See DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.* If there are additional costs associated with transportation to maintain the student in in their school or origin, the district will provide the transportation if DCF agrees to reimburse the district, the district agrees to pay for the cost of such transportation, or DCF and the district share the cost. ESEA Section 1112(c)(5)(A, B). Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin. *See DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.*



3. Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in his/her local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present a Notice to Local Educational Agency form that indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students. See DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.

cc. Educational Opportunities for Children of Military Families

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of a school because of their parents/guardians being on active duty in the U.S. Armed Services, the school supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. See M. G. L. c. 15E.

The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school-aged children, enrolled in kindergarten through 12th grade, and their parent is an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty, a member or veteran of the uniformed services who was severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement, or a member of the uniformed services who died on active duty or a result of injuries sustained on active duty for a period of one (1) year after death.

The following applies under the Interstate Compact on Educational Opportunities for Military Children:

- Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending school shall respond within 10 days with the records.
- Immunization requirements of the school may be met within 30 days from the date of enrollment (or be in progress).
- At enrollment, the receiving school shall allow student to continue at the grade level that is equal to grade level in sending state, regardless of age. If a student has completed the prerequisite grade level in the sending state, the student shall be allowed to enroll in the next highest grade level in the receiving state, regardless of age. If the student is transferring after school has started in the receiving state, the student shall enter the receiving school at the level validated by the sending state.
- Receiving schools must initially honor placement of students in all courses from the sending school, if the courses are offered and space is available. Courses include but



are not limited to vocational, career pathways, advanced placement, etc. Receiving school shall initially honor placement based on assessments and placements at sending school. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, special education students must be placed by the existing IEP, requirements of Section 504, and requirements of ADA, with reasonable accommodations in the receiving school. Receiving school is not precluded from performing subsequent evaluation to make sure student is placed appropriately.
- The school may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs.
- Students shall have additional excused absences at the discretion of the school for visits with parents or legal guardians relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living with the custodial parent/guardian without any tuition fee imposed, or the school in which the non-custodial parent or other person standing in loco parentis lives without any tuition fee imposed
- The student will be provided with the opportunity for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified.
- To facilitate on-time graduation, receiving school shall waive specific courses required for graduation if similar course work completed satisfactorily in sending district, or provide reasonable justification for any denial. If waiver not granted, and student would otherwise qualify to graduate from sending school, receiving school shall provide alternative means of completing required coursework so that graduation may occur on time.
- If a high school student enrolls in grade 11 or later, the school may, in lieu of the MCAS, submit alternative evidence or information to DESE that the student has met Massachusetts competency determination graduation standard in each required content area (ELA, math, science, technology/engineering). Students in grade 11 are still eligible to participate in the spring MCAS if they wish to qualify for the Adams Scholarship or Koplik Certification.
- If a student transfer at the beginning or during grade 12 and is ineligible to graduate from the receiving school after all of the alternatives in the Compact have been considered, the sending and receiving school shall ensure receipt of a sending school diploma if the student meets the graduation requirements of the sending school.

dd. English Language Learners

Upon a student's enrollment, Map Academy will identify (1) students who may be English learners (ELs) and will assess their level of English proficiency, or (2) students who may be Former English learners (FELs). Specifically, Map Academy will administer a home language survey to all newly enrolling students, and if a language other than English is identified, Map Academy will screen the English proficiency of the student using the WIDA screening assessment within thirty (30) days of the student's enrollment. At any time, a parent/guardian of a student enrolled at Map Academy may request that the school assess the student's level of English proficiency. Map Academy will notify the parent/guardian of the school's



determination and the student's placement, and such information will be placed in the student's school record.

Students identified as English Learners (ELs) will be enrolled in an English Language Education (ELE) program, such as a sheltered English immersion program or an alternative that meets the requirements of federal and state law. Map Academy will verify at the beginning of each school year that the teachers in the English learner program are properly endorsed. Students with a disability are eligible for ELE programming, and EL students are eligible for special education if they meet the criteria.

Students have the right to enter into an ELE at any time. A parent/guardian may request to enroll or transfer their student into a specific EL education program offered by Map Academy, and such requests will be reviewed by the Co-Director of Operations and Finance (superintendent) or his/her designee, and responded to within twenty (20) school days. Parents/guardians may also request that a specific ELE program be implemented. If at least parents of twenty (20) EL students submit a request, the school will respond within ninety (90) days with either an offer to implement the requested program or an explanation denying the request. Parents/guardian have the right to visit an ELE program. If advised to by the student's teacher or guidance counselor, the school may request, in writing, a program transfer of the student, with notice to the parents/guardians.

Map Academy will not separate ELs from their English-speaking peers, except when programmatically necessary to implement an ELE program. ELs in any program will be taught to the same academic standards and curriculum frameworks as non-EL students, and will be provided the same opportunities to master such standards and frameworks. ELs will have equal access to all educational programming and extracurricular activities offered by the school, for which they qualify, including non-core academic courses. English proficiency will not determine student participation in academic programs and services such as career education programs, counseling, special education, Section 504 Accommodation Plans, Title I services, athletics, electives, or performing arts, unless a particular program or advanced course requires English proficiency for meaningful participation. ELs will be awarded credit toward graduation. ELs will participate in the statewide assessment system, and an English proficiency test will be administered each year. Only ELs identified as severely learning disabled will be exempt. ELs have the right to receive counseling and guidance offered by the school in a language they can understand.

Map Academy will assess ELs annually to gauge proficiency in reading, writing, listening, and speaking English, and progress in learning English using the WIDA ACCESS assessment.

Once an EL attains English proficiency and is able to do regular school work in English, he/she will no longer be classified as an EL and will be transferred to mainstream, English language classrooms. Map Academy will still monitor the ELs' progress for four years and provide any needed support, if applicable. A FEL will be re-classified back to an EL if they fail to make academic progress due to a lack of English proficiency. Parents/guardians will be notified of all re-classifications.

A parent/guardian may withdraw their student from an EL education program in accordance with state and federal law. If a parent opts their out of a language program, the school will provide instructional support to ensure the student has access to the curriculum and same

opportunities to master academic standards and curriculum frameworks as his/her native English-speaking peers. Opted-out student will still be assessed with the state mandated English language proficiency test.





II. Academic Program

a. 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 if there are 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. Accordingly, 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 as required at Map Academy. Also, the rigor and relevance of the course must be on par with that which is offered by 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 provided 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.
- Anchors assist in the development of each student's Success Plan and exploration of career and post-secondary options.

j. SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."



Pursuant to Section 504, any qualified student with a disability is entitled to a free appropriate public education (FAPE). Section 504 FAPE is the provision of regular or special education and related aids and services designed to meet a student's individual educational needs as adequately as the needs of nondisabled students are met.

Under the Individuals with Disabilities Education Act ("IDEA") and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to: speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)' consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

In some cases, the evaluation Team determines that a student with a disability may require only individual accommodations as opposed to specially designed instruction and /or related services. Such students may then be referred for an evaluation of their eligibility for an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act.

For more information regarding the services available to students with disabilities please contact Ryan McLaughlin at rmclaughlin@themapacademy.org. The Section 504 Compliance Officer is: Ryan McLaughlin at rmclaughlin@themapacademy.org.

k. Statement on Non-Discrimination

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 may be subject to disciplinary action.

Map Academy does not tolerate discrimination against students, parents, employees, or the general public on the basis of race¹, color, national origin, sex, sexual orientation, gender identity, pregnancy or parenting status, disability, homelessness, religion, age, or immigration status. Map Academy is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or parenting status, age, genetic information, ethnic background, ancestry, disability, veteran status, or any category protected by state or federal law. In addition, Map Academy provides equal access to all designated youth groups. Consistent with

¹ Under Massachusetts law, "'Race', as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles." M. G. L. c. 4, section 7. Protective hairstyles, "shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations." Id.



the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Co-Director of Operations and Finance shall designate at least one administrator to serve as the compliance officer for Map Academy's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to Map Academy's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

Map Academy's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to Map Academy, access to scholarships, prizes, and awards sponsored or administered by Map Academy, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or parenting status, age, genetic information, ethnic background, ancestry, disability, veteran status, or any category protected by state or federal law. Map Academy does not discriminate in its enrollment practices on the basis of race, color, national origin, creed, 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.

In addition to designating at least one administrator to handle inquiries regarding Map Academy's non-discrimination policies, the Co-Director of Operations and Finance shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment, and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or parenting status, disability, veteran status, homelessness, religion, age, or immigration status, their complaint should be filed in accordance with Map Academy's grievance procedures for discrimination, harassment, and retaliation.

A complete copy of Map Academy's Civil Rights Grievance Procedures are available [here](#).

A complete copy of Map Academy's Title IX Sexual Harassment Grievance Procedures are available [here](#).

See below for additional information regarding Title IX.

Map Academy has duly appointed individuals responsible for the overall monitoring, auditing, and compliance with this policy. To file a complaint alleging discrimination or harassment within Map Academy, or to make an inquiry concerning the application of Title II, Title VI, Title VII, Title IX, Section 504, the ADA, Age Discrimination in Employment Act or applicable state laws and their respective regulations, please contact:

Civil Rights Coordinator – Joshua Charpentier, 508-830-9500



Inquiries concerning the application of the aforementioned federal laws and regulations and non-discrimination policies to Map Academy may be referred to the U.S. Department of Education, Office of Civil Rights (OCR), 5 Post Office Square, 8th Floor, Boston, MA 02109-3921. Telephone: 617-289-0111. Fax: 617-289-0150.

1. TITLE IX

Title IX of the Education Amendments of 1972

Map Academy does not tolerate discrimination against students, parents, employees, or the general public on the basis of sex. Map Academy is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or parenting status. Map Academy's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to Map Academy or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Director of Teaching and Learning. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedures, available at: <https://themapacademy.org/families-community/>

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through Map Academy's Title IX Sexual Harassment Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with Map Academy's Civil Rights Grievance Procedures, available at: <https://themapacademy.org/families-community/>

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to Map Academy's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

Map Academy's Title IX Coordinators are:

Josh Charpentier
Co-director of Operations and Finance
508-830-9500
jcharpentier@themapacademy.org



Rachel Babcock
Co-director of Teaching and Learning
508-830-9500
rbabcock@themapacademy.org

I. 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 may result in disciplinary action, including possible suspension or expulsion. In regard to sanctions imposed, the recommendations below are merely guidelines. The Co-Director of Teaching and Learning and their designees may exercise their discretion to impose suspensions and expulsions that are more or less severe than the recommendations below, based on the individual circumstances of the school rule violation.

Disciplinary action, including but not limited to confiscation of prohibited items and paraphernalia, counseling, community service, information about cessation programs, and/or discipline, including removal from school, may occur for the following non-exhaustive list of school rules violations: Fighting; possession or use of a weapon; possession or use of fireworks; the use (including being under the influence of), possession, or distribution of alcohol, drugs (including marijuana, non-prescribed medication, and prescribed medication not in compliance with this handbook), drug paraphernalia, tobacco/nicotine, and tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens); bullying; harassment; discrimination; hazing; insubordination; disrupting the school environment; vandalism; cheating; threats; lewd behavior or language; theft; assault; inappropriate touching; or leaving the school building without authorization.

Map Academy has high expectations for its students both in and out of the classroom. In the classroom students are expected to 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 for the teacher to 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 may 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 offends 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 may result in consequences in correlation with the severity of the incident.

Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process procedures. The following sections provide you with information about these rights.

1. Disciplinary Due Process (Suspensions and Expulsions)

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M. G. L. c. 76, §17; M. G. L. c. 76, §21; M. G. L. c. 71, §37H; M. G. L. c. 71, §37H 1/2; and M. G. L. c. 71, §37H 3/4. The Co-Director of Teaching and Learning, and his/her designee, may exercise their discretion to impose suspensions and expulsions for school rules violations within the limitations and the due process provisions sets forth.

In compliance with 603 CMR 53.14, Map Academy will collect and annually report data to DESE regarding suspensions, expulsions, and emergency removals, access to education services, and other information deemed necessary by DESE in the form and manner determined by DESE. The Co-Director of Teaching and Learning will periodically review discipline data by selected student populations, including but not limited to race and ethnicity, English language learner status, disability status, gender, and socioeconomic status, and assess the extent of removal, its impact on such selected student populations, and whether to modify disciplinary practices.

Definitions Related to Student Discipline - 603 CMR 53.00

Superintendent: chief executive officer employed by the board of trustees to administer the charter school, or his or her designee appointed for the purpose of conducting a student disciplinary hearing. At Map Academy, the board of trustees has designated the Co-Director of Operations and Finance to serve as the superintendent for the purposes of 603 CMR 53.00.

Principal: the instructional administrative leader of the school or the Principal's designee for disciplinary purposes. At Map Academy, the board of trustees has designated the Co-Director of Teaching and Learning to serve as the principal for purposes of 603 CMR 53.00.

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M. G. L. c. 71 § 37H or 37H½ for: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault on a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

In-School Suspension: 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. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term



suspension under these regulations. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: 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. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Due Process Under M.G.L. c. 71, § 37H ¾

These due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY.

For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

The due process under M.G.L. c. 71, § 37H ¾ applies to all offenses, except possession of a dangerous weapon, possession of a controlled substance, assault on staff, or felony offenses.

Emergency Removals - M. G. L. c. 71, §37H ¾ and 603 CMR 53.07 Only

The Co-Director of Teaching and Learning or their designee may remove a student from school temporarily when a student is charged with a disciplinary offense and 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 principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the Co-Director of Teaching and Learning or their designee shall immediately notify the Co-Director of Operations and Finance in writing of the 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 and Learning or their designee shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a



hearing with the Co-Director of Teaching and Learning 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; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. The Co-Director of Teaching and Learning shall also provide written notice to the student and parent in English and the primary language of the home if other than English, or other means of communication where appropriate, and include notice of the items numbered (3) – (8) in the previous sentence. 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 and Learning, student, and parent, the Co-Director of Teaching and Learning must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Co-Director of Teaching and Learning is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A principal 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.

In-School Suspension, M.G.L c. 71, § 37H ¾ Only

Due Process for In-School Suspension; M.G.L c. 71, § 37H ¾ Only: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the Co-Director of Teaching and Learning determines that the student committed the disciplinary offense, the Co-Director of Teaching and Learning will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾ Only: – On or before the day of suspension, the Co-Director of Teaching and Learning shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the Co-Director of Teaching and Learning for the purpose set forth in 603 C.M.R. 53.10(4), if such meeting has not already occurred. The Co-Director of Teaching and Learning shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Co-Director of Teaching and Learning and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Notice and Principal's Hearing - M.G.L. c 71, § 37H ¾ Only

Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Co-Director of Teaching and Learning or their designee shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Co-Director of Teaching and Learning or their designee to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense, the right of the student and



the student's parent to interpreter services at the hearing if needed to participate, and the date, time and location of the hearing.

The hearing may take place without the student's parent(s)/guardian(s) if the Co-Director of Teaching and Learning or their designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, to determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, the Co-Director of Teaching and Learning or their designee, when acting as a decision-maker at a disciplinary hearing to consider a student's possible out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and felony offenses, shall, when deciding the consequences for the student, first consider ways to re-engage the student in the learning process. The Co-Director of Teaching and Learning or their designee shall not suspend the student out-of-school on a short-term or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. M.G.L. c. 71, § 37H3/4(b). Alternative remedies for purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The Co-Director of Teaching and Learning or their designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense and in accordance with the requirements of 603 CMR 53.00.

Short-term Suspension (M.G.L. c 71, § 37H ¾ only)

The Co-Director of Teaching and Learning or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Co-Director of Teaching and Learning or their designee should consider in determining whether other remedies and consequences may be appropriate. The Co-Director of Teaching and Learning or their designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Co-Director of Teaching and Learning or their designee should consider in determining consequences for the student. Students and parents do not have the right under applicable policies and regulations to be represented by legal counsel at a short-term suspension hearing.



Based on the available information, including mitigating circumstances, the Co-Director of Teaching and Learning or their designee shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed.

The Co-Director of Teaching and Learning or their designee shall provide written notice to the student and parent/guardian of the Co-Director of Teaching and Learning or their designee's findings and 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 determination shall be in writing and may be in the form of an update to the original written notice of hearing. The imposition of a short-term suspension is not subject to appeal.

Long-term Suspension (M.G.L. c 71, § 37H ¾ only)

In addition to the rights afforded a student in a short-term suspension hearing, the student and parent/guardian shall also have the opportunity to review the student's record and the documents upon which the school may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice (at the student's/parent's/guardian's expense); the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school; the right to request that the hearing be recorded and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Co-Director of Teaching and Learning shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the parent/guardian shall, in addition to the student, have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Co-Director of Teaching and Learning or their designee should consider in determining consequences for the student.

Based on the preponderance of evidence presented at the hearing, the Co-Director of Teaching and Learning or their designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances, the remedy or consequence to be imposed. The Co-Director of Teaching and Learning or their designee shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by certified first-class mail and by email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/designee and the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple school rules violations in any school year, the notice will include written notification of the right to appeal to the Co-Director of Operations and Finance (Superintendent) or his/her designee and the process for appealing. Except as provided for under M.G.L. c. 71, §§ 37H and/or 37H1/2, no student will be suspended in accordance with M.G.L. c. 71, § 37H3/4 for greater than ninety (90) school days for one or more violations of school rules within a school year.

**School Rules Violations Superintendent's Appeal Hearing - M.G.L. c 71, § 37H ¾ Only**

Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Co-Director of Teaching and Learning, to the Co-Director of Operations and Finance (Superintendent) or the Co-Director of Operations and Finance's designee. The student and/or the parent(s)/guardian(s) shall have five (5) calendar days following the effective date of the suspension to submit a written request for an appeal to the Co-Director of Operations and Finance but may be granted an extension of time of up to seven (7) calendar days. If the appeal is not timely filed, the Co-Director of Operations and Finance may deny the appeal.

The Co-Director of Operations and Finance or their designee will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days or the student's request for an appeal. The time may be extended up to seven (7) calendar days if requested by the parent(s)/guardian(s). The appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/guardian(s). The Co-Director of Operations and Finance or designee shall be presumed to have made a good faith effort if the Co-Director of Operations and Finance or designee has made efforts to find a day and time for the hearing that would allow the parent and Co-Director of Operations and Finance to participate. The Co-Director of Operations and Finance or designee shall send written notice to the parent/guardian of the date, time, and location of the hearing in both English and in the primary language of the student's home.

At the appeal hearing, the Co-Director of Operations and Finance or designee shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Co-Director of Operations and Finance will issue a written decision within five (5) calendar days of the hearing. If the Co-Director of Operations and Finance determines that the student committed the disciplinary offense, the Co-Director of Operations and Finance may impose the same or a lesser consequence than the Co-Director of Teaching and Learning (or the Co-Director of Teaching and Learning's designee), but shall not impose a suspension greater than that imposed by the Co-Director of Teaching and Learning's decision. The Co-Director of Operations and Finance appeal decision is the final decision of the school.

During the course of any suspension, a student may be ineligible to participate in any school-related activities, including athletic activities and other extracurricular activities and school-sponsored events. Removal from such activities and events is not subject to the procedures of M. G. L. c. 71, § 37H ¾ or 603 CMR 53.00. 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.

**Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses**

(For offenses involving dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension Under M.G.L. c. 71, §§ 37H and 37H ½

For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction or adjudication or admission of guilt with respect to such felony, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Co-Director of Teaching and Learning's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Suspension/Expulsion Under M.G.L. c. 71, §§ 37H and 37H ½

Unlike M.G.L. c. 71, § 37H ¾, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H ½, the Co-Director of Teaching and Learning may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Co-Director of Teaching and Learning determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs, and Assaults on Staff - M.G.L. c. 71, §37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school and school district by the Co-Director of Teaching and Learning.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school and school district by the Co-Director of Teaching and Learning.

Principal's Hearing, Long-Term Exclusion Under M.G.L. c. 71, §37H: Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Co-Director of Teaching and Learning. After said hearing, the Co-Director



of Teaching and Learning may, in their discretion, decide to suspend rather than expel a student who has been determined by the Co-Director of Teaching and Learning to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent Related to Long-Term Exclusion Under M.G.L. c. 71, §37H: Any student who has been expelled from Map Academy pursuant to these provisions shall have the right to appeal to the Co-Director of Operations and Finance. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Co-Director of Operations and Finance of their appeal. The student has the right to counsel (at his or her own expense) at a hearing before the Co-Director of Operations and 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.

Suspensions or expulsions are decisions that must consider a student's due process rights. The Principal or their designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal 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 and Learning may suspend such student for a period of time determined appropriate by said Co-Director of Teaching and Learning if said Co-Director of Teaching and Learning determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that 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 and Learning. After the hearing, the Co-Director of Teaching and Learning shall issue a written decision. The student shall also receive written notification of their 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 and Finance.

Appeal to the Superintendent Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall have the right to appeal the suspension to the Co-Director of Operations and Finance. The student must notify the Co-Director of Operations and Finance in writing of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Co-Director of Operations and Finance shall hold a hearing with the student and the student's parent or guardian within three (3) 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 their behalf, and shall have the right to be represented by counsel at the student's own expense. The Co-Director of Operations and Finance shall have the authority to overturn or alter the decision of the Co-Director of Teaching and Learning, including recommending an alternate educational program for the student. The Co-Director of Operations and Finance shall render a decision on the appeal within five (5) calendar days



of the hearing. Such decision shall be the final decision of Map Academy with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction: Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Co-Director of Teaching and Learning may expel said student if such Co-Director of Teaching and Learning determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall receive written notification of the charges and be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at his/her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Co-Director of Teaching and Learning. After the hearing, the Co-Director of Teaching and Learning shall issue a written decision, which will include reasons for an expulsion prior to such expulsion taking effect. The student shall also receive written notification of their 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 and Finance.

Superintendent's Appeal/Decision Related to Long-Term Exclusion/Expulsion Under M.G.L. c. 71, §37H 1/2: The student shall have the right to appeal the long-term suspension/expulsion to the Co-Director of Operations and Finance. The student shall notify the Co-Director of Operations and Finance, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Co-Director of Operations and Finance shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at student's own expense. The Co-Director of Operations and Finance shall have the authority to overturn or alter the decision of the Co-Director of Teaching and Learning, including recommending an alternate educational program for the student. The Co-Director of Operations and Finance shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of Map Academy with regard to the long term suspension/expulsion.

OPPORTUNITY TO MAKE ACADEMIC PROGRESS

Map Academy shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student withdraws from Map Academy and/or moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21. This information serves as notice that Map Academy may share copies of the student record, including discipline records, with any school in which the student may seek or intend to enroll. For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:



Less Than 10 Consecutive Days: Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion 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 his or her removal from the classroom or school.

More than 10 Consecutive Days: Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services, earn credits, as applicable, make up assignments, tests, papers, and other school work and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan. 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.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

Removal from Privileges and Extracurricular Activities

Students who are suspended or expelled from school are not allowed on school grounds and may not participate in any school sponsored events, including extracurricular activities or other school-sponsored events. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services.² Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of

² If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) the parent had expressed concern in writing; (b) the parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.



short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a “change of placement,” building administrators, the student’s parent(s)/guardian(s), and relevant members of the student’s IEP or 504 Team will meet to review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP—“a manifestation determination.”
2. No later than the date of the decision to take disciplinary action, the school district will notify the parent(s) of that decision and provide them with the written notice of procedural safeguards.
3. If building administrators, the student’s parent(s)/guardian(s), and relevant members of the student’s IEP or 504 Team determine that the student’s conduct was NOT a manifestation of the student’s disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student’s IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, may, where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the student’s parent(s)/guardian(s), and relevant members of the student’s IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student’s disability, the student will not be subjected to further disciplinary removal or exclusion from the student’s current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student’s IEP or Section 504 Team shall review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment. The IEP or Section 504 Team will develop (with the student’s parent(s)/guardian(s) consent), modifications to or a new 504 Plan, IEP, behavior intervention plan and/or placement as appropriate.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, and regardless of the manifestation determination, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting.



6. The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.
7. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.
8. The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.



III. Policies

a. Enrollment and Admissions Policy

1. 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. In accordance with 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 603 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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 stop 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 student's 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.

7. 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

8. Transportation

Students attending Map Academy who reside in the Town of Plymouth will receive transportation from Plymouth Public Schools on similar terms and conditions as students attending Plymouth Public Schools. Map Academy will provide transportation options for students who reside in Wareham, Carver, Silver Lake, Middleborough, Marshfield, Pembroke and Bourne.

b. Attendance and Dismissal Policy

Attendance is the cornerstone of the Map Academy community. Students are required 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 may 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 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 an 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 may 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 may 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. Withdrawal Policy

At any time, a student may withdraw from a charter school and enroll in another public school where the student resides. M. G. L. c. 71, § 89(p).

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 state 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.

e. 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.

f. Bullying Prevention and Intervention Plan

The prohibition against bullying applies to all District students and members of the District's staff, including, but not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.



DEFINITIONS

The following definitions are copied directly from M.G.L. c. 71, § 37O or 603 CMR 49.00:

"Aggressor," perpetrator of bullying or retaliation as defined in M.G.L. c. 71, §37O.

"Bullying", 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 of damage to his 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. For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

"Hostile environment", 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 the student's education.

"Perpetrator", a student or 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 who engages in bullying or retaliation.

"Principal," the administrative leader of a public school, charter school, collaborative school, or approved private day or residential school, or his or her designee for the purposes of implementing the school's bullying prevention and intervention plan.

"Retaliation," any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation about bullying, or witnesses or has reliable information about bullying.

"School," an approved private day or residential school, collaborative school, or charter school.



"School grounds", property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

"Target," a student victim of bullying or retaliation as defined in M.G.L. c. 71, §370.

"Victim", a student against whom bullying or retaliation has been perpetrated.

Prohibition Against Bullying and Retaliation

Bullying and retaliation, are prohibited. As defined in M.G.L. c. 71, § 370, bullying 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:

1. causes physical or emotional harm to the victim or damage to the victim's property;
2. places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the victim;
4. infringes on the rights of the victim at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

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.

Nothing in Map Academy's Bullying Prevention and Intervention Plan requires the school to staff any non-school related activities, functions, or programs.

Map Academy recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiation characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability



or by association with a person who has or is perceived to have 1 or more of these characteristics.

Accordingly, Map Academy will take specific steps to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. These specific steps includes but are not limited to assessing reports of bullying for additional violations of state and federal civil rights laws.

Policies for Reporting and Responding to Bullying and Retaliation

Reporting bullying or retaliation

Reports of suspected bullying and retaliation may be made by staff, students, parents/guardians, or others to the Co-Director of Teaching and Learning, or his/her designee, and may be oral or written. All staff members shall immediately report to the Co-Director of Teaching and Learning, or his/her designee, any instance of suspected bullying or retaliation they witnessed or became aware of, including reports by students, parents/guardians, or other staff to them. Any oral report shall be recorded in writing. If the allegation involves the Co-Director of Teaching and Learning, or his/her designee, as the alleged aggressor, staff, students, parents/guardians, or others shall report it immediately to the Co-Director of Operations and Finance. If the allegation involves the Co-Director of Operations and Finance as the alleged aggressor, reports shall immediately be made to the Board of Trustees.

Any report may be made anonymously, and will be thoroughly investigated. However, a student will not be disciplined on the basis of an anonymous report.

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.

Students, parents/guardians, and others may request assistance from a staff member to complete a written report. Students will be provided safe, practical, private and age-appropriate ways to report and discuss an incident of bullying or retaliation with a staff member, Co-Director of Teaching and Learning.

Responding to a report of bullying or retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the Co-Director of Teaching and Learning or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. The Co-Director of Teaching and Learning or designee will also implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Co-Director



of Teaching and Learning or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

If the alleged target or the alleged aggressor is on an IEP or 504 Plan, the Co-Director of Teaching and Learning or designee will notify the Team leader.

If the alleged conduct is on the basis of a protected class (i.e. race, gender, disability, etc), the Co-Director of Teaching and Learning or designee will need to follow the District's Discrimination and Harassment Grievance Procedures.

If the alleged aggressor is a staff member, the Co-Director of Teaching and Learning or designee will notify Human Resources.

Investigation

Upon receipt of a report, the Co-Director of Teaching and Learning or designee will promptly complete a preliminary determination as to whether the facts as alleged meet the statutory definition (M. G. L. c. 71, § 37O) of bullying or retaliation. Upon a preliminary determination that the facts as alleged do meet the statutory definition of bullying or retaliation, the Co-Director of Teaching and Learning or designee will promptly investigate.

As part of the investigation, the Co-Director of Teaching and Learning or designee will interview the target(s), the alleged aggressor(s), and any student, staff, and/or adult witnesses. The Co-Director of Teaching and Learning or designee may also interview any parent/guardian for additional input, if necessary. The Co-Director of Teaching and Learning or designee will also review any applicable documents and evidence.

To the greatest extent possible, and in accordance with state and federal law regarding the privacy of student records, confidentiality during the investigation will be maintained at all times. A written record of the investigation will be kept.

Determination

The Co-Director of Teaching and Learning or designee will make a determination as to whether the preponderance of the evidence supports a finding that bullying occurred, and if so, what remedial action is required, including any necessary responsive and/or disciplinary action. If, after investigation, bullying or retaliation is substantiated, the Co-Director of Teaching and Learning or designee will also take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The decision of the Co-Director of Teaching and Learning or designee will be in writing.

Depending upon the circumstances, the Co-Director of Teaching and Learning or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The determination made by the Co-Director of Teaching and Learning or designee is the final decision to be made by Map Academy.



Report of Bullying Substantiated

Upon the Co-Director of Teaching and Learning or designee determining that bullying or retaliation has occurred, the school will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Actions will include both educational/therapeutic steps aimed at preventing future occurrences and disciplinary action as appropriate. 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), interventions may include required counseling sessions, referrals for evaluation, behavior contracts, or classes to teach social skills.

Map Academy will provide opportunities for counseling or referral for other appropriate services for perpetrators, victims, and appropriate family members.

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.

Teaching Appropriate Behavior

Skill-building approaches that the Co-Director of Teaching and Learning or designee may consider include:

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



Disciplinary Action

If the Co-Director of Teaching and Learning or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of the facts found by the Co-Director of Teaching and Learning or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this Plan and with the school's or district's code of conduct.

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

Students with Disabilities

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation Massachusetts state laws and statutes regarding student discipline.

Promoting Safety for the Victim and Others

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

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Co-Director of Teaching and Learning or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Co-Director of Teaching and Learning or designee will work with appropriate school staff to implement them immediately.

g. Hazing Policy

Hazing is prohibited at Map Academy Charter School and is a crime. Any student who violates the anti-hazing laws (M. G. L. c. 269, §§ 17-19) may be subject to discipline, including possible suspension. The following is a copy of M. G. L. c. 269, §§ 17-19.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which



subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

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

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

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

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



regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

h. Acceptable use of Technology

All use of the Map Academy network and technology and devices issued by Map Academy, as well as any technology or device, including that which is privately owned used to access the Map Academy network, will be used in a responsible, legal and ethical manner. Failure to do so may result in the termination of network and email privileges for the user, loss of privileges to use a Map Academy-issued laptop or other device, and/or disciplinary action. Individual users of the devices and network--students and adults--are responsible for their use of the devices and network. A user also violates this policy 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 their Map Academy-issued device or the computer network, including the internet.

A Map Academy-issued laptop, as well as any other device issued by Map Academy, and the Map Academy network (including email) are the property of Map Academy, and students do not have an expectation of privacy as to their use of the laptop and network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of the laptop or network. This policy applies to use of the Map Academy network, and any and all Map Academy-owned technology and devices, as well as any and all privately-owned technology and devices that are connected to the Map Academy network.

Map Academy reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of its network and/or school technology and devices, including Internet access and use while using school devices or the school network, and any and all information accessed, stored, transmitted, or received in connection with such usage. All information files on a school device or the school network shall be and remain the property of Map Academy. 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.

Use of the Map Academy network and Map Academy-issued devices and technology must support education and research purposes. Use of the Map Academy network and Map Academy-issued devices and technology in violation of this policy or any other provision of this Handbook is prohibited.

Students/Staff are prohibited from:

1. Using school provided electronic devices or networks to harass or bully others, including over social media.
2. Sharing and/or using someone else's account and/or password.
3. Deleting or intentionally tampering with someone else's files, folders, or work.
4. Damaging or modifying devices, computer system, software, applications, files or other network resources in any way.
5. Storing confidential or sensitive school information on portable external electronic storage media. Portable external electronic storage media includes but is not limited to USB or flash drives, CDs, removable hard drives.



6. Copying software or applications from Map Academy devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
7. Violating any federal, state, or local laws/policy, including criminal and intellectual property laws.
8. Sending inappropriate and unsolicited information through “spamming.”
9. Downloading non-educational content such as streaming music and/or video, while utilizing the school network or school devices or technology.
10. Intentional viewing, sending, downloading of inappropriate or offensive content.
11. Accessing or sending dangerous information that, if acted upon, could cause damage or danger to others.
12. Attempting to override, disable, alter, or circumvent security restrictions, management systems, or network settings, including but not limited to “hacking” to gain unauthorized access to files, devices, or computer systems. Any attempt will be considered intentional damage.
13. Intentionally spreading computer viruses, vandalizing data, infiltrating systems, damaging hardware or software, or in any way degrading or disrupting a device or the network.
14. Using the network for financial, commercial, or political gain.
15. Intentionally wasting limited network or bandwidth resources.
16. Uploading any harmful form of programming, bypassing filters, installing any type of service, aliasing/spoofing, peer-to-peer networking or remote control software.
17. Creating, sharing or posting audio, video, or any material of or created by another without permission.
18. Posting private information of another Student or Staff member.
19. Impersonating or attempting to impersonate another individual on any social media platform.
20. Use of offensive or inflammatory speech, profanity, or obscene language, including over social media.
21. Any expression or use that causes disruption or disorder in school, including over social media.
22. Engaging in any form of bullying, harassment, discrimination, or other malicious or harmful behavior, including but not limited to hate mail or social media content.
23. Sharing accounts, account information, usernames, or password.
24. Violating the rules of copyright or other intellectual property, or failing to acknowledge authorship. Re-posting communications of a personal nature without the author’s permission or bulletin board messages without proper attribution is prohibited.
25. Saving inappropriate files to any part of the system, including but not limited to:
 - a. Music files
 - b. Movies
 - c. Video games of all types, including ROMs and emulators
 - d. Offensive images or files
 - e. Programs which can be used for malicious purposes
 - f. Any files for which you do not have a legal license
 - g. Any file which is not needed for school purposes or a class assignment



26. Use that contributes to the violation of any other violation of this policy or the handbook including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

Note – if a student needs a file for a class project that you think may be considered inappropriate, then he/she needs to have teacher and school administration permission prior to the class project.

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 devices, technology, and its network are to be used only for educational purposes.
- Email and documents stored in Map Academy accounts are not guaranteed to be private.

i. 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.

In accordance with M.G.L. c. 71 § 97, schools are required to verbally screen students annually, 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. Prior to each school year, Map Academy will notify parents or guardians of the students who will be screened. Parents/guardians, or the student, may opt out of the screening at any time before or during the screening through written notification. Information provided by a student during a screening is confidential, except in instances of an immediate medical emergency or disclosure of the information provided is required by state law. The screening will be implemented in accordance with state and federal laws regarding student confidentiality, including student record laws and regulations.



j. Restraint of Students Policy

1. Background of Policy

The Massachusetts Department of Elementary and Secondary Education (DESE) adopted regulations governing Physical Restraint (603 CMR 46.00), hereinafter referred to as the “Regulations.” In distributing the Regulations, DESE 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.

2. 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 the Regulations. The 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 DESE 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.

3. Definitions

As used in 603 CMR 46.00, the following select terms shall have the following meanings:

- Consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.
- Mechanical restraint shall mean the use of any physical device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.



- Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
- Parent shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
- Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
- Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
- Principal shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09: Approval of Public or Private Day and Residential Special Education School Programs, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.
- Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
- Public education programs shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09: Approval of Public or Private Day and Residential Special Education School Programs, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. "Programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.
- School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.
- Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.
- Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.



4. Application

Use of Restraint

Nothing in the Regulations preclude a school staff member from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Trained school staff may use reasonable physical restraint, including prone restraint where permitted, only in an emergency of last resort when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

When administering a physical restraint, staff must only use the amount of force necessary to protect the student or others from physical injury or harm. Staff should always use the safest method available and appropriate to the situation, subject to the following safety requirements:

- Floor restraints, including prone restraints that are permitted by the Regulations, must not be used unless the staff member has received the in-depth training outlined in the Regulations, and in the judgment of the trained staff member, such method is required to provide safety to the student or others.
- Staff must not use a restraint in any way that prevents a student from speaking or breathing. Staff must continuously monitor the physical status of the student, including skin temperature and color, and respiration during the administration of the restraint.
- Staff must administer restraints in such a way so as to prevent or minimize physical harm. A student must be released immediately and medical assistance must be sought if, at any time during the restraint, the student expresses or demonstrates significant physical distress, including but not limited to, difficulty breathing.
- Restraint lasting more than twenty (20) minutes must be approved by the Co-Director of Teaching and Learning. Any approval will be based on the student's continued agitation during the restraint justifying the need for continued restraint.
- Staff must review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint of a student.

All physical restraints must be terminated as soon as the student is no longer an immediate danger to themselves or others, or the student indicates that they cannot breathe, or the student is observed to be in severe distress (i.e. difficulty breathing, sustained or prolonged crying, or coughing).

Physical restraint shall not be used as a means of punishment or discipline; when a student cannot be safely restrained because it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac conditions, obesity, bronchitis, communication-related disabilities, or risk of vomiting; 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 assault, or imminent, serious, physical harm; or as a standard response for an individual student, including in an IEP or behavior plan.

The following restraints are prohibited: mechanical restraint, medication restraint, seclusion, and any use of physical restraint in a manner inconsistent with 603 CMR 46.00. Prone restraints are prohibited, except on an individual student basis, and only under the following circumstances: the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; all other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others; there are no medical contraindications as documented by a licensed physician; there is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional; the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the Co-Director of Teaching and Learning; and, the program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

These Regulations do not prohibit the right of any individual to report to law enforcement or other appropriate authorities a crime committed by a student or other individual, or law enforcement, judicial authorities, or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk. Further, these Regulations do not prohibit the exercise of an individual's responsibilities as a mandated reporter pursuant to M. G. L. c. 119, § 51A, and these Regulations shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

5. Restraint Prevention and Behavior Support Policy and Procedures

Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Effective prevention of student violence, self-injurious behavior, and suicide necessitates a multi-faceted approach, rooted in creating safe, inclusive, and supportive environments. Proactive measures include comprehensive mental health supports, early detection through regular student support check-ins, peer support programs, and robust community support partner collaborations. Individual crisis planning is crucial, tailored intervention strategies are developed when needed, ensuring timely assistance and access to professional help. Additionally, staff are trained in de-escalation techniques to address potentially dangerous behaviors, whether in groups or with individual students. Collaboration with mental health professionals, community resources, and families/adult supporters ensures a cohesive, community-driven response, maximizing the protective factors for all students.

Methods for engaging parents and youth in discussions about restraint prevention and the use of restraint solely as an emergency procedure

Open dialogues with parents and youth about restraint prevention are essential. Map Academy has an open door policy and our emphasis on restorative practices as well as collaborative problem solving highlight the that the use of physical restraints are solely as an emergency procedure.

**Alternatives to physical restraint**

Verbal prompting, physical escort, time-out, de-escalation techniques.

Method of physical restraints in emergency situations

During emergency situations only the following restraints may be used Mechanical restraint, Medication restraint, Physical escort, Physical restraint, Prone restraint, Seclusion. *See section 3 for definitions.*

6. Staff Training**All Staff**

Within the first month of each school year (or within a month of a new employee's hiring date), all school staff will receive training with respect to the school's restraint policy, including the prevention and behavior support policy and the requirements for when a restraint is used. The training will include the following information: the role of the student, family, and staff in preventing restraint; prevention and behavior support policy and the use of time-out as distinct from seclusion; interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances; when behavior presents an emergency that requires physical restraint, the types of permitted physical restraint and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; and administering physical restraint in accordance with known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student. Additionally, the school will identify specific staff who have received the in-depth training pursuant to the Regulations and will serve as school-wide restraint team to ensure proper administration of physical restraint.

School-Wide Restraint Team

Staff identified by the Co-Director of Teaching and Learning to serve on the school-wide restraint team must participate in at least sixteen (16) hours of competency-based training, with one annual refresher training thereafter, on at least the following content: appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; a description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; demonstration by participants of proficiency in administering physical restraint; and, Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.



7. Reporting Requirements and Follow-Up

Notifying Administration and Student's Parents

Any and all physical restraints must be verbally reported to the Co-Director of Teaching and Learning as soon as possible by the staff member who administered the restraint. The staff member must follow-up with a written report for the Co-Director of Teaching and Learning's review no later than the next school working day. If the Co-Director of Teaching and Learning is the staff member who administered the restraint, the Co-Director of Teaching and Learning must prepare and submit a report to The Co-director of Operations. The Co-Director of Teaching and Learning will maintain a record of all reported instances of physical restraint. Upon request, this record will be made available to the student's parent or DESE.

The written report will contain the following information:

- Name of student;
- Name and title of staff who administered the restraint and staff who observed the restraint;
- Date of restraint, and time the restraint began and ended;
- Name of principal or designee who was verbally informed, and the name of principal or designee who approved a restraint to last longer than twenty (20) minutes;
- A description of the preceding activity prior to the restraint, the behavior that prompted the restraint, any efforts to prevent an escalation of behavior (including any specific de-escalation strategies used), alternatives to restraint attempted, and the justification for initiating physical restraint;
- A description of the restraint, including the types of holds used and the reasons for them, the student's behavior and reaction during the restraint, how the restraint ended, any injuries to the student or staff, and any medical care provided;
- Any further action taken or to be taken by the school including any consequences for the student; and
- Opportunity for the student's parent/guardian to discuss the restraint, any consequences, and any other matter with school officials.

The Co-Director of Teaching and Learning will make reasonable efforts to verbally inform the student's parent or guardian of the restraint within twenty-four (24) hours. The Co-Director of Teaching and Learning will also send the parent or guardian a written report by email within three (3) school working days or by regular mail 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 Co-Director of Teaching and Learning must provide the student and parent/guardian an opportunity to comment orally and in writing on the information in the written report and the use of the restraint.

Review of Data

The Co-Director of Teaching and Learning will review restraint data weekly, and if any student has been restrained multiple times during the week, the Co-Director of Teaching and Learning will convene one or more review teams as the Co-Director of Teaching and Learning deems appropriate to assess the student's progress and needs. If the Co-Director of Teaching and



Learning directly participated in the restraint, The Co-director of Operations and Finance will lead the review team. The assessment will include at least the following:

- Review and discussion of the written reports and any comments provided by the student and parent in response to such written reports;
- Analysis of the circumstances leading up to each restraint;
- Consideration of factors that may have contributed to escalation of behavior, as well as consideration of alternatives to restraint, including but not limited to de-escalation techniques and possible interventions, with the goal of reducing or eliminating future restraints;
- Written plan of action

Staff and Other Student Follow-Up

After a staff member submits a report detailing their use of physical restraint, the Co-Director of Teaching and Learning will meet with the staff member to review the circumstances, including whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Monthly Administrative Review

The Co-Director of Teaching and Learning will review the school-wide restraint data monthly to consider patterns of use of restraints by similarities in the time of day, day of week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; duration of restraints; number and type of injuries, if any. The Co-Director of Teaching and Learning will determine whether changes to this policy, additional training, or other action is necessary to reduce or eliminate restraints.

Reporting to DESE

If a physical restraint has resulted in an injury, either to a student or a staff member, the school will send a copy of the written report, and a copy of the record of physical restraints maintained for the 30-day period prior to the reported restraint, to DESE postmarked no later than three (3) school working days. DESE will notify the school if any additional action is warranted within thirty (30) calendar days of receipt of the report.

Annual data will be reported to DESE in the form and manner as prescribed by DESE.

Procedure for Implementing the Reporting Requirements

The Co-Director of Teaching and Learning is responsible for ensuring that all data and reports are filed accordingly. The Co-Director of Teaching and Learning will provide staff with training and guidance in what information needs to be collected and what records need to be filed.

Time-Out

Map Academy may use time-out as a behavioral support strategy, depending on each individual circumstance, to temporarily separate a student from the learning activity or the classroom for the purpose of calming the student. A time-out will be used if the student chooses to enter into a time-out or if it is at the direction of a staff member. During a time-out, the student will be continuously observed by a staff member, and staff will be with the student or immediately available to the student at all times. Any space used for a time-out



will be clean, safe, sanitary, and appropriate for the purpose of calming. Once a student is determined to be calm, the time-out will cease. A time-out can only last more than thirty (30) minutes if the principal approves of it, and the student continues to be agitated.

k. Complaints

To file a complaint regarding a restraint, please contact the Co-Director of Teaching and Learning at 508-830-9500 or codirectors@themapacademy.org. If the restraint directly involved the Co-Director of Teaching and Learning please contact the Co-Director of Operations and Finance at 508-830-9500 or codirectors@themapacademy.org. The designated administrator will confirm with the complainant once they have received the complaint, and will investigate the complaint, including interviewing student and staff witnesses, reviewing any video evidence, and collecting any other relevant evidence. Within a reasonable time period, the designated administrator will provide the complainant with an outcome determination.

l. Sex Education Policy

Parents and guardians have the option to exempt their student from any portion of the curriculum dealing primarily with human sexual education or human sexuality issues. Map Academy will not penalize a student for such an exemption. Parents or guardians opting to exempt their student must provide written notification to the Co-Director of Teaching and Learning. Instructional materials for such curriculum will be made reasonably accessible to parents/guardian, educators, school administrators, and others for review and inspection. M. G. L. c. 71, § 32A.



Appendix A: 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.^{3,4,5,6,7,8,9} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{10, 11, 12} 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.^{13,14,15,16,17}

³ 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.

⁴ 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.

⁵ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁶ 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.

⁷ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁸ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. 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.

⁹ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

¹⁰ 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.

¹¹ 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.

¹² 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.

¹³ 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.

¹⁴ Singh A, Uijtdewilligne 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.

¹⁵ 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.

¹⁶ 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.

¹⁷ 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/MapAcademy-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 after school;
- 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.

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

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.



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.

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.

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)
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This institution is an equal opportunity provider.



Appendix B: Graduation Requirements



Pathways to Your Diploma

CORE ACADEMIC	PERSONALIZED LEARNING	WAYFINDING	STATE REQUIREMENTS
ELA 8 credits 	Electives 10 credits 	Career Development 1 credit 	ELA MCAS Passing Score 
Math 8 credits 	Health/Wellness 4 credits 	Post-Secondary Plan 1 credit 	Math MCAS Passing Score 
History 6 credits 	Capstone Project 1 credit 		Science MCAS Passing Score 
Science 6 credits 			



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.