



MAP ACADEMY

Student & Family Handbook

2026–2027

Map Academy Charter School
11 Resnik Road, Plymouth, MA 02360



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 and/or student code of conduct will be translated into that language. Map Academy 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 students 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 students 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 students 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 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 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,

A handwritten signature in dark ink, reading "Rachel Josh". The signature is written in a cursive, flowing style. "Rachel" is on the left and "Josh" is on the right, with a slight overlap between the two names.

Rachel Babcock & Josh Charpentier
Co-founders & Co-directors

Table of Contents

1. General Information	6
1.1 Mission	6
1.2 Vision	6
1.3 Core Beliefs	6
1.4 Board of Trustees	7
1.5 Contact Information	7
1.6 Daily Schedule/Building Hours	7
1.7 Student Driving/Parking	8
1.8 School Cancellations/Snow Days	8
1.9 Health Office	9
1.10 Student Support	10
1.11 Extracurricular Activities	12
1.12 Visitor Policy	13
1.13 Parent/Family Involvement	13
1.14 Student Records	14
1.15 Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	17
1.16 Age of Majority	18
1.17 Searches and Interrogations	19
1.18 Cell Phones/Headphones	20
1.19 Student Dress Code	21
1.20 Outside Boundaries	22
1.21 Leaving School Property	22
1.22 Technology	22
1.23 Student Dining/Food & Drink	23
1.24 Facility/Use of Space	23
1.25 Community Norms	24
1.26 Physical Education	24
1.27 Fire and Safety	24
1.28 McKinney-Vento Homeless Education Assistance Act	25
1.29 Educational Opportunities for Students in Foster Care	26
1.30 Educational Opportunities for Children of Military Families	28
1.31 English Language Learners	29
2. Academic Program	31
2.1 Instructional Delivery	31
2.2 The Tracker	32
2.3 Competencies	32
2.4 Rubrics/Levels	33
2.5 Feedback/Culture of Revision	33
2.6 Grading Policy	34
2.7 Plagiarism	34
2.8 Transfer of Credits from Prior Schools	34

2.9 Anchor	35
2.10 Services and Accommodations for Students with Disabilities	35
2.11 Statement on Non-Discrimination	36
3. Code of Conduct.....	38
3.1 Restorative Practices/Collaborative Problem Solving.....	39
3.2 Disciplinary Due Process (Suspensions and Expulsions)	40
3.3 Dangerous Weapons, Drugs, and Assaults on Staff – M.G.L. c. 71, §37H	46
3.4 Removal from Privileges and Extracurricular Activities	49
3.5 Disciplinary Procedures for Students with Disabilities	49
4. Policies	52
4.1 Enrollment and Admissions Policy.....	52
4.2 Attendance and Dismissal Policy.....	59
4.3 Withdrawal Policy	61
4.4 Bullying Prevention and Intervention Plan	63
4.5 Hazing Policy	75
4.6 Acceptable use of Technology.....	76
4.7 Substance Misuse Policy	79
4.8 Physical Restraint and Seclusion of Students	80
4.9 Sex Education Policy	80
4.10 Curriculum Opt-Out.....	80
4.11 Competency Determination & Graduation Requirements.....	80

1. General Information

1.1 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.

1.2 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.

1.3 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, immigration or citizenship status, disability or sexual orientation.” M.G.L. c. 76, § 5

1.4 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/>

1.5 Contact Information

Mailing Address: 11 Resnik Road, 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

1.6 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 each subject area. Nonetheless, there are some features that characterize a student’s day at Map Academy. On school days, the Map Academy building is generally open from 7:45 am – 5:00 pm on Monday; 7:45 am – 7:30 pm on Tuesday through Thursday; and 7:45 am – 4:00 pm on Friday.

Map Academy Daily Schedule: Monday to Thursday	
	8:20 am – 3:05 pm
Map Academy Daily Schedule: Friday	
	8:20 am – 1:05 pm
Map Academy Evening Studio Schedule: Tuesday, Wednesday & Thursday	
	4:00 pm – 7:30 pm

1.7 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 the 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. Drivers must come to a full stop when approaching a vehicle that is displaying a "School Bus" sign and flashing front and rear red lights and has stopped to let passengers off. See M.G.L. c. 90, § 14 (punishable by fines and 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, by a school administrator, if there exists reasonable suspicion of evidence that the student has violated or is 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 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 to go to their car in the school parking lot at any time during the school day.

1.8 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 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.

1.9 Health Office

Role of the School Nurse

- Assess and treat illness
- Manage students with chronic or acute health needs
- Administer medications
- Provide first aid and emergency medical care
- Completing health screenings
- 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 has 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

Map Academy will comply with the requirements of Massachusetts regulations governing the administration of medication in school. 603 CMR 210. For more information, please see Map Academy's Policies and Procedures regarding the Administration of Medication.

Immunizations

All students attending, enrolled, or registered to attend Map Academy must present, in accordance with 105 C.M.R. 220, a copy of their certificate of immunization documenting their immunization records before they can attend school.

Physical exam and Health Screenings

- Students are required to submit a copy of a physical examination that was completed within one year prior to entrance to Map Academy or within thirty (30) days after entering Map Academy. Health records transferred from a previous school may be used to meet this requirement. All new students will be required to submit a copy of a physical examination. Students are also required to submit a copy of a physical examination if they are over the age of fourteen (14) but under the age of sixteen (16) and are requesting employment certificates.
- All students participating in competitive athletics will need to submit a copy of a physical examination every year in which they intend to participate. 105 CMR 200.
- Within thirty (30) days of a student's first day at Map Academy, all students must submit certification that the student has passed a vision screening within the previous twelve (12) months. Vision and hearing screenings will be conducted in the year of school entry and once in grades nine (9) through twelve (12).

- The weight and height of each student will be measured in Grade 10 (or in ungraded classrooms, by the student's thirteenth (13th) and sixteenth (16th) birthday. Every effort will be made to protect the privacy of each student during the screening. School personnel will not disclose the height, weight or BMI calculations of an individual student to anyone other than the parent/guardian, unless written consent is provided by the parent/guardian. Parents/guardians can request in writing that their child's measurements not be taken.
- Postural screening will be conducted by the nurse, or other approved personnel approved by the Department of Public Health, on all Grade 9 students.
- Screening, Brief Intervention and Referral to Treatment (SBIRT) will be completed annually in Grade 9. SBIRT is a verbal screen of students for substance use disorders. Parents and guardians will be notified ahead of time, and either the parent/guardian 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.

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; if necessary, transportation home will be arranged. If the student has driven him/herself to school, the school nurse will assess 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.

1.10 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, a nurse, special education staff, and leadership. The Student Support Team helps connect students with agencies offering mental health counseling, mediation services, legal

advocacy, housing assistance and childcare. Map Academy believes that students benefit when all their key supporters are connected to school. Accordingly, Map Academy has an open-door policy in regard 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 – Mandated Reporting – All school staff are mandated reporters. 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, and/or to the Co-Directors (or their designee), who in turn are responsible for notifying DCF according to DCF protocol. The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child under the age of eighteen is (i) suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare including, but not limited to, sexual abuse; (ii) suffering physical or emotional injury resulting from neglect including, but not limited to, malnutrition; (iii) a sexually exploited child; or (iv) a human trafficking victim, as defined by section 20M of chapter 233; provided, however, that an indication of prenatal substance exposure shall not solely meet the requirements of this section.

In schools, mandated reporters must fulfill their mandatory reporting duty by:

1. immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; **or**
2. immediately notifying the Co-Directors (or their designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

A mandated reporter who works for a school *may* also choose to immediately notify both DCF and the person in charge of the school.

In addition, mandated reporters may contact the police or the Office of the Child Advocate. If a mandated reporter believes a child is in imminent danger, they should call 911 immediately. If school officials believe that criminal laws may have been violated, whether the violation is included under § 51A, they should report such matter to the police. Any person, even if not a mandated reporter, may file a report with DCF if that person has reasonable cause to believe that a child is suffering from, or has died because of, abuse or neglect.

Any suspected abuse or neglect of a person with a disability aged 18 and over must be reported to the Disabled Persons Protection Commission (DPPC), 300 Granite Street, Suite 404, Braintree, MA, 02184. The DPPC Abuse Reporting Hotline is at 800-426-9009. The office line is: (617) 727-6455

The Board of Directors is responsible for informing teachers, administrators, and other professional staff of the reporting requirements for child abuse and neglect under M.G.L. c. 119, § 51A. See M.G.L. c. 71, § 37L.

Map Academy Student Support personnel are knowledgeable about this protocol and will ensure that staff are informed of their reporting obligations under 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 firsthand 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 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.

Reports of Fires – The Co-Directors are responsible for immediately reporting any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the fire department. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department.

Reports of Dangerous weapons – all staff shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors in turn shall file such weapon report with the Co-Directors, who in turn shall file such report with the chief of police, DCF, the office of student services or its equivalent, and the Board of Trustees. The Co-Directors, chief of police, DCF, and office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. The student shall be referred to a counseling program in accordance with acceptable standards as set forth by the board of education. Upon completion of the program, a follow-up assessment shall be completed of the student by the Co-Director, chief of police, DCF, and office of student services or its equivalent.

1.11 Extracurricular Activities

Map Academy provides all students, including those with disabilities, an equal opportunity to participate in non-academic and extracurricular services and activities. 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. A removal from privileges and/or extracurricular activities is not subject to the disciplinary due process procedures set forth herein.

1.12 Visitor Policy

All visitors to Map Academy must check-in at the main office prior to proceeding to any other part of Map Academy. At check-in at the main office, all visitors must present a valid photo identification of themselves and state a valid reason for why they are at Map Academy. Subsequently, all visitors must sign-in and receive a Visitor's badge. All visitors must prominently display their Visitor's badge for the entire duration they are at Map Academy. For the entire duration a visitor is at Map Academy, they must be accompanied by a Map Academy staff member.

Visitors who are volunteering at Map Academy 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 §

- Parents must request an observation in advance and can submit the request to their Student's Team Chair, the Special Education Administrator, or the Co-Directors. Observers may be required to sign a non-disclosure form to protect student confidentiality.

All visitors, including volunteers and observers, must abide by the Visitor Policy. Exceptions may be made in limited circumstances for law enforcement and emergency personnel to access the building in a health or safety emergency, or, at the Co-Director's discretion, for maintenance or other service personnel to access the building outside of school hours.

Failure to abide by the Visitor's policy may result in prohibition or exclusion from Map Academy. Law enforcement may be contacted, if necessary. The Co-Directors retain discretion as to each visitor's presence at Map Academy.

1.13 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 Administrator, or the Co-Directors. Observers may be required to sign a non-disclosure form to protect student confidentiality.

1.14 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, contact information, birthdate, 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/guardian of any student, or any student who is 14 years old or who has entered the ninth grade has the right to inspect all portions of his or her student record upon request. The parent and/or eligible student have the right to inspect and receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school. Parents and eligible students should submit their request to access/inspection to the Co-Director of Teaching and Learning.

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 annually 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. When student record information is provided to a non-custodial parent in accordance with the above procedures, the school will delete the electronic and postal address and other contact information of the custodial parent from all records provided to the non-custodial parent. 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, to include: (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.

Confidentiality of Student Records

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or the eligible student.

Amendment

Eligible students and/or parents have the right to add additional relevant information, comments, data, and/or other written relevant material to the student record. Eligible students and/or parents also have the right to request in writing that certain information in the student record be amended or deleted. Any such request should be directed to the Co-Director of Teaching and Learning. The parent and eligible 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 the District 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-Director of Teaching and Learning 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 within a certain period after the student leaves the school system. In addition, school authorities are allowed to destroy misleading, outdated, or irrelevant information in the student record from time to time while the student is enrolled within the school system. Before any such information may be destroyed, the parent and eligible 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 the North Middlesex Regional School District to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public school district, if the disclosure is for the purposes 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.

Complaints

A parent/guardian or eligible student has a right to file a complaint regarding student records with 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, 135 Santilli Highway, Everett, MA 02149; 781-338-3000. 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-Director of Teaching and Learning.

The above is only a summary of some of the more important provisions of the state and federal laws pertaining to student records that relate to student and parent/guardian rights. If more detailed information is desired, a copy of the regulations may be reviewed at your school office.

1.15 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 and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify within a reasonable period of time, such as through U.S. Mail or email, parents of students, and eligible 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, and an eligible student to opt 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, and eligible students, will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child, or opt themselves, out of such activities

and surveys. Parents, and eligible students, 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/eligible students who believe their rights under PPRA have been violated may file a complaint with:

Student Privacy Policy Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

1.16 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 CMR23.00. 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 another 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.

1.17 Searches and Interrogations

Search of School Property (Student Lockers and Desks, school-issued technology devices, school network, school-issued email, etc.)

Map Academy has the right to inspect school property at its discretion, including a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network.

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 regarding the contents of their lockers or desks.

- 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.
- 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.
- 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.
- Items/substances prohibited from being in school, including in lockers and desks, 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.
- 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.

Map Academy-issued laptops, 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.

Search of Students and Their Belongings

- Search of a student's person, personal possessions, automobile on school property, and/or internet sites will only be performed by school administrators, and seizure of a student's belongings, including a student's vehicle, will only be done by school administrators, if there exists reasonable suspicion of evidence 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/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks. Any illegal, prohibited, or contraband materials discovered as a result of a search will be confiscated. Students found in possession of such items or materials may be subject to disciplinary action and/or criminal prosecution.

- 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. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.
- If a school administrator has reasonable suspicion of evidence 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.
- Search of a student or their belongings, including automobile, 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.
- In the event of a search of a student, or their 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.

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.

1.18 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 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.

Students/parents are not permitted to audio record or take photos or videos of staff or students without their consent. Failure to comply with this rule may result in disciplinary action. Exceptions will be made only if recordings are permitted for purposes of disciplinary due process hearings conducted pursuant to M.G.L. c. 71 §§ 37H, 37H 1/2, and 37H 3/4, or where a meeting participant is able to demonstrate that an audio or video recording is necessary to ensure their full understanding of the proceedings or to otherwise accommodate a parent's/guardian's or student's documented disability or, in the case of a communication disability, such recording will be permitted to the extent that it allows the individual an equal opportunity to participate in the meeting.

All use of phones and headphones must comply with the Map Academy Acceptable Use of Technology Policy. Violations of the Acceptable Use of Technology Policy may result in corrective and remedial action, including but not limited to revocation of the device/access to the network, and/or discipline.

1.19 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, and/or disrupts the learning environment. M.G.L. c. 71, § 83.

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.

1.20 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.

1.21 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.

1.22 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, any device

issued by Map Academy, and the Map Academy network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of the laptop, device, 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. 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)

Map Academy makes every effort to monitor devices and keep students safe when using technology. 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.

COPPA – Children’s Online Privacy Protection Act

Map Academy works diligently to comply with COPPA requirements. Map Academy does not collect student personal information to transmit such information directly to online entities for the purpose of creating web-based accounts.

1.23 Student Dining/Food & Drink

Breakfast, snack, and lunch are available to students. Students may eat lunch anywhere they wish, except for 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.

1.24 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

1.25 Community Norms

- Furniture is designed to move, but it must 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.

1.26 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 students 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 the student is so opposed. The parent/guardian, or student, 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.

1.27 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.

1.28 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 to 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, Josh Charpentier, jcharpentier@themapacademy.org. For further information, please contact Shirley Fan-Chan, Homeless Education State Coordinator at Sarah.E.Slutterback@mass.gov

See 42 U.S.C. 11301; DESE McKinney-Vento Homeless Education Assistance – Advisories

1.29 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.

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 must continue to attend the school selected by DCF following the local best interest determination process.

See DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.

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. If there are additional costs associated with transportation to maintain the student in their school of 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. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

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 Every Student Succeeds Act; “Ensuring Educational Stability for Students in Foster Care – Guidance,” Dated January 18, 2018.

1.30 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.

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.

See *M.G.L. c. 15E*

1.31 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. The District will provide notices within thirty days from the beginning of the school year to all parents of EL students regarding the EL student's identification and placement in a language instruction educational program. The District will, to the extent practicable, translate such notices in a language that the parent can understand.

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-Directors 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 schoolwork 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 FELs 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. Map Academy will provide parents/guardians in a language they can understand their child's rights, the range of EL services that their child could receive, and the benefits of such services before the parent/guardian voluntarily waives them. If a parent opts them 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.

Map Academy will not recommend that parents or legal guardians decline all or some services within an English learner program for any reason, including facilitating scheduling of special education services or other scheduling reasons. The student will not receive ESL instruction, but Map Academy will:

- Place the student in an English language classroom with an SEI-endorsed teachers,
- Monitor the student's academic progress to ensure both English language development and academic success.,
- Maintain the parent's opt-out notice in the student's file for each academic year.
- Continue to classify the student as an EL in district reports.
- Provide meaningful access to grade-level content,
- Continue annual English language proficiency testing (WIDA ACCESS), and
- Notify parents of their child's participation in such assessments, as well as assessment results.

Map Academy can also support opt-out students by offering literacy and language support through reading specialists qualified to teach ELs and establishing structured opportunities for content area teachers to collaborate with a licensed ESL teacher to plan and adapt instruction.

See M.G.L. c. 71A; 603 C.M.R. 14.00

2. Academic Program

2.1 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.

2.2 The Tracker

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. 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.

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

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

2.3 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.

2.4 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.

2.5 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.

- 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.

2.6 Grading Policy

At Map Academy, we believe that all students can 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 at an appropriate level.
- Feedback for all tasks will be recorded in the Tracker 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.

2.7 Plagiarism

Plagiarism means copying work from another student or resource (e.g., artificial intelligence, 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.

Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) tools, including generative AI platforms such as ChatGPT, Claude, Gemini, Copilot, and similar technologies, is subject to all school rules including but not limited to school rules regarding academic honesty, acceptable technology use, student privacy,

and student conduct. AI tools may support learning when used responsibly and with teacher permission, but may not replace a student's own thinking, writing, or academic work.

Generative AI is prohibited unless the specific teacher grants explicit permission to use such technology in their class or for a particular assignment. Even when such technology is permitted for assignments, the Generative AI use may be limited through the assignment instructions. Teachers may determine the extent to which AI use is permitted on individual assignments, projects, or assessments. Students are expected to follow all teacher directions regarding AI use.

Because AI technology is rapidly evolving, school guidelines and expectations regarding AI use may be updated as needed during the school year.

2.8 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.

2.9 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.

2.10 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.

2.11 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 race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age, immigration or citizenship status. Map Academy is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, immigration or citizenship status, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy 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. Note: 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.”

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

The Co-Directors 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, immigration or citizenship status, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy 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, immigration or citizenship status, creed, sex, ethnicity, sexual orientation, gender identity, pregnancy or pregnancy status, disability, age, ancestry, athletic performance, 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-Directors 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 pregnancy status, disability, including meal modifications, veteran status, homelessness, religion, age, or immigration or citizenship 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 is available [here](#).

Map Academy Civil Rights Coordinator

Joshua Charpentier

jcharpentier@themapacademy.org, 508-830-9500

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

Map Academy Title IX Coordinator

Rachel Babcock

rbabcock@themapacademy.org, 508-830-9500

Title IX

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 the District 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 District Title IX Coordinator or the Co-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 Map Academy's Title IX Sexual Harassment Grievance Procedure.

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 the District's Civil Rights Grievance Procedure.

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.

Title IX Coordinator

Rachel Babcock
Map Academy, 11 Resnik Rd. Plymouth, MA 02360
508-830-9500
rbabcock@themapacademy.org

3. 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. Regarding 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 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.

3.1 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:

- Immediate verbal response from a teacher/administrator
- Documentation of violation or incident
- 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
- As appropriate, a circle discussion with relevant members of community to repair relationships and re-engage involved student(s) in a supported way

3.2 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. Note: The Co-Directors both hold Superintendent and Principal licenses and these roles are utilized interchangeably at times. In every case, one Co-Director acts as Superintendent and the other acts as Principal.

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. Note: The Co-Directors both hold Superintendent and Principal licenses and these roles are utilized interchangeably at times. In every case, one Co-Director acts as Superintendent and the other acts as Principal.

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 ³/₄ Only

Due Process for In-School Suspension; M.G.L c. 71, § 37H ³/₄ 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 ³/₄ 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 ³/₄ 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 ³/₄ 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 schoolwork

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 ³/₄ 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 ³/₄ 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-terms 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 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 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.

3.3 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 Co-directors 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

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, § 37H ½

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, § 37H ½

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 ½

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 regarding 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 schoolwork 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 schoolwork 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.

3.4 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.

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

- 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."
- 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.

Team Determination that the Conduct was Not a Manifestation of the Student's Disability

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 are entitled to services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals 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 allow the student to continue to participate in the general education curriculum and to progress toward IEP goals during the period of exclusion, review any existing behavior intervention plan or, may, as appropriate, conduct a functional behavioral assessment, to address the behavior so that it does not recur.

Team Determination that the Conduct was a Manifestation of the Student's Disability

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 Team shall either: if a behavior intervention plan has already been developed, review, and modify it as necessary, to address the behavior; or arrange for a functional behavioral assessment and implement a behavior intervention plan for the child.

Special Circumstances

1. 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. If the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.
2. 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.
 - a. 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.

- b. 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.

Note: 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.

4. Policies

4.1 Enrollment and Admissions Policy

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, Carver, Bourne, Pembroke, Marshfield, Middleboro, and the Silver Lake School District.
- 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) & (n) 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 require potential students and their families to attend interviews or informational meetings as a condition of enrollment
 - 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, pregnancy or parenting status, mental or physical disability, age, ancestry, immigration or citizenship status, homelessness, 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 M.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. In accordance with M.G.L. c. 71, § 89(n), Map Academy will send to Department of Elementary and Secondary education, the directory information (names, addresses, telephone number, grade level, and other information deemed necessary) of students who entered the lottery. 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 operate 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 23-1: Transportation*. Students who reside in Plymouth will receive transportation from Plymouth Public Schools. Map Academy will provide transportation options for students who reside in Plymouth, Wareham, Carver, Bourne, Pembroke, Marshfield, Middleboro, and the Silver Lake School District.

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. 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.

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 in its enrollment practices on the basis of race, color, national origin, immigration or citizenship status, creed, sex, ethnicity, sexual orientation, gender identity, pregnancy or pregnancy status, disability, age, ancestry, athletic performance, proficiency in the English language or a foreign language, prior academic achievement, or any other category protected by state or federal law.
- 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.

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. 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 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.

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: 11 Resnik Rd. Plymouth, MA 02360
- The lottery will take place on school premises, 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. Siblings 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, Carver, Bourne, Pembroke, Marshfield, Middleboro, and the Silver Lake School District, 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 later.
- 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, 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.

Application Process for Current School Year

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.

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 consistent with the procedures outlined in Section V above:

- 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 or in instances related to a district's net spending cap as outlined in 603 CMR 1.05(10)(b).

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.

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	
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) & beyond	300

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.

4.2 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/OutreachCoordinator 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 to progress toward graduation. If a student is going to be absent, the student's parent or guardian, or the student if the student is at least eighteen (18) years old, shall call 508-830-9500 by 3 pm to notify the school of the student's absence and the reason for their absence. Parents/guardians, and students who are at least 18, are required to provide a contact telephone number where they can be reached during the school day if they have not notified the school of the student's absence. If a student is going to be absent or tardy, he/ she should also 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.

Map Academy will notify parents/guardians of a student's absence if it has not received notification from the parents/guardians of the student's absence within three (3) days of the absence. If a student has missed two (2) or more periods unexcused during at least five (5) days in a school year or has missed five (5) or more school days unexcused in a school year, parents/guardians will be notified. If a student has five (5) or more unexcused absences, the Co-Directors will make a reasonable effort to meet with the parents/guardians to jointly develop attendance action steps to be agreed upon by the Co-Directors, the parents/guardians, and the student. In creating action steps, the school will consider input from relevant school personnel and relevant non-profit agencies and public human service, safety, and health agencies.

The Co-Directors, or authorized teachers, may excuse necessary absences, as long as the absences do not exceed seven (7) day sessions or fourteen (14) half day sessions over the course of six (6) month periods. 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.

Excused Absences

The following are considered excused absences:

- Medical reasons, including mental health and substance use treatment (with documentation)
- Religious holiday (with prior written notification from guardian)

- College Visit (with documentation) and previously approved by administration.
- Official appointments (such as driver's tests, etc. with documentation)
- Verified employment or work-based learning (with documentation)
- Verified caregiving responsibilities (with documentation)
- Verified submission of academic work remotely (with documentation)
- Funerals/Bereavement
- Legal matters (with documentation)
- Other emergencies (at the discretion of school administration)

Truancy

A student who willfully fails to attend school for more than eight (8) school days in a quarter, and is not excused from attendance, may be considered habitually truant. Under M.G.L. c. 119, § 21, a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's/guardian's ability to adequately care for and protect the child; is sexually exploited; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." The school can assist parents with pursuing "CRA" services and supports. A "51A" is a report of suspected child abuse or neglect that is filed with the Department of Children and Families ("DCF"). Under M.G.L. c. 119, § 51A, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services (DCF). By law, school personnel are mandated reporters. Other interventions may include, but are not limited to, parent/guardian notification, detentions, and possible suspension. Discussions regarding how the District's attendance policies and procedures apply to students with disabilities are the responsibility of the Student's IEP/504 Team.

4.3 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 if 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 inform them of the availability of publicly funded post high school academic support programs, to encourage them to participate in those programs, and to encourage them to re-engage and return to Map Academy at the next available enrollment window. Notice will be sent by first class mail to the last known address of students who attended Map Academy within the past two years.

Notification to parents of Teacher Qualifications

School districts that receive federal Title I funding are required to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, Map Academy will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

1. whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

Map Academy is committed to providing quality instruction for all students and does so by employing the most qualified individuals to each and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact Josh Charpentier; 508-830-9500; jcharpentier@themapacademy.org.

4.4 Bullying Prevention and Intervention Plan

Introduction

Map Academy (“District” or “school”) is committed to creating and sustaining a safe learning environment. Map Academy believes strongly in the education of the whole student, including promoting healthy social development. To this end, Map Academy is committed to providing all students and staff an environment that is free from bullying, cyberbullying, and retaliation.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying, cyberbullying, and retaliation. The Plan applies to all students and all school staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals. The Co-Directors (“Co-Directors”), or their designee, is responsible for the implementation and oversight of the Plan.

Definitions

The following definitions are provided by M.G.L. c. 71, § 37O and its implementing regulation at 603 C.M.R. 49.02:

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.

Charter School – pursuant to M.G.L. c. 71, §37O, means a Commonwealth charter school or Horace Mann charter school established pursuant to M.G.L. c. 71, § 89.

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.

Co-Director – 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, § 37O.

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

Leadership

Leadership at all levels will play a critical role in developing and implementing the Plan in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference.

Plan Development

Map Academy will, develop, adhere to, and biennially update the Plan in consultation with teachers, school staff, professional support personnel, volunteers, administrators, community representatives, law enforcement, students, parents, and guardians. Such consultation will include, but not be limited to, notice and a public comment period.

Data Collection

Map Academy will annually report bullying incident data to the Department of Elementary and Secondary Education (“DESE”) in the form and manner established by DESE. Reported data will include: the number of reported allegations of bullying or retaliation, the number and nature of substantiated incidents, the number of students disciplined, and any other information required by DESE. The Co-Director(s) or their designee will be responsible for overseeing the

collection, maintenance, and reporting of such data. Additionally, at least once every four years, the District will administer the DESE student survey. The Co-Director(s) or designee will be responsible for verifying completion of the DESE student survey and will forward completed surveys to the DESE.

Planning and Oversight

The Co-Directors, as the building leaders, or their designee, are responsible for the implementation and oversight of the Plan.

Prohibition Against Bullying and Retaliation

Bullying and retaliation are prohibited. For the purpose of this BPIP, references to bullying shall include cyber-bullying.

Acts of bullying, which include cyberbullying, are prohibited:

1. 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
2. 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 target, infringe on their rights 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 this BPIP requires the district or school to staff any non-school related activities, functions, or programs.

We understand that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including; race, color, religion, ancestry, national origin, immigration or citizenship status, 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 one or more of these characteristics. Accordingly, in an effort to support vulnerable students and provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment, the Co-Director(s), or their designee, will consider whether the following actions are required: (1) if the alleged target or the alleged aggressor is on an IEP or 504 Plan, the Co-Director(s) or designee will notify the Special Education Administrator; (2) if the alleged conduct is on the basis of a protected class (i.e. race, gender, disability, etc.), the Co-Director(s) or designee will need to follow the District's Discrimination and Harassment Grievance Procedures, as well.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Reporting Bullying or Retaliation

Reports of suspected bullying or retaliation may be made by staff, students, parents or guardians, or others, to the Co-Director(s) or designee, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to the Co-Director(s) or designee any instance of suspected bullying or retaliation the staff member becomes aware of or witnesses, including reports made by students, parents/guardians, or other staff to them.

If the allegation involves a Co-Director, or his/her designee, as the alleged aggressor, staff, students, parents/guardians, or others shall report it immediately to the other Co-Director and/or directly to the Board of Trustees.

The District expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student as the target to report it to the Co-Director(s) or designee.

The requirement to report to the Co-Director(s) or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. Any report made anonymously will be thoroughly investigated, however, a student will not be disciplined on the basis of an anonymous report.

The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a phone number, a mailing address, and an email address.

Use of any specific reporting form, including but not limited to the Incident Reporting Form is not required as a condition of making a report. The school will:

1. Include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians;
2. Make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Co-Director(s) or designee, and
3. Post it on the school website.

The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the names and contact information of the Co-Directors, and the Board of Trustees when a Co-Director is the alleged aggressor, and information about the Plan, will be incorporated in student and staff

handbooks, on the school or district website, and in information about the BPIP that is made available to parents or guardians.

Nothing in this BPIP shall be construed to limit an individual's ability to call 911 where a threat to safety of a student and/or other individuals is present. If there is concern about anyone's immediate safety, please call 911 first, then notify an administrator. Nothing in this BPIP prevents an individual from reporting to the police a crime. Nothing in this BPIP prohibits an individual from exercising their responsibilities as a mandated reporter under M.G.L. c. 119, sec. 51A and nothing in this BPIP shall be used to deter an individual from reporting neglect or abuse to the appropriate state agency.

Responding to a Report of Bullying or Retaliation Allegations of Bullying by a Student

After receiving a report of bullying, the District may dismiss the allegation of bullying if, after considering all of the allegations as true, the allegations do not constitute bullying under Massachusetts law.

Safety

Before fully investigating the allegations of bullying or retaliation, the Co-Director(s) 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.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged target; and altering the alleged aggressor's schedule and access to the alleged target. Other steps to promote safety may be taken, as appropriate, if the alleged aggressor is a staff member. The Co-Director(s) or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Co-Director(s) or designee will implement appropriate strategies, which may include the safety strategies listed above, 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.

Investigation

After making a preliminary determination that the facts as alleged, if true, would meet the statutory definition of bullying or retaliation, the Co-Director(s) or designee will promptly commence an investigation. The Co-Director(s) or designee will gather evidence, including, if necessary, interviewing students, staff, witnesses, parents or guardians, and/or others. During any interviews, the Co-Director(s) or designee will inform the alleged aggressor, alleged target, witnesses, and any other individual involved in the investigation, that retaliation is strictly prohibited and will result in disciplinary action. The Co-Director(s) or designee will maintain confidentiality during the investigation to the extent practicable, and in accordance with state and federal law regarding the privacy of student records and mandated reporting.

Interviews may be conducted by the Co-Director(s) or designee, other staff members as determined by the Co-Director(s) Learning or designee, and in consultation with the school counselor, as appropriate. The Co-Director(s) or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigations. If necessary, the Co-Director(s) or designee will consult with legal counsel about the investigation.

Determinations

The Co-Director(s) or designee will decide 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, bullying or retaliation is substantiated, the Co-Director(s) or designee will take reasonable steps to restore a sense of safety to the target, prevent recurrence, and ensure that the target is not restricted in participating in school or school activities.

Depending upon the circumstances, the Co-Director(s) or designee may 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.

If the report of bullying is substantiated

Notice to Parent/Guardian

Upon the determination that bullying or retaliation occurred, the Co-Director(s) or designee will promptly notify the parents or guardians of the target and the aggressor. In the event that an allegation of bullying or retaliation by a staff member is substantiated, the Co-Director(s) or designee will promptly notify the staff member. The Co-Director(s) or designee may, but is not required to, contact parents or guardians prior to a determination.

Notice shall be in the primary language of the home. Notice shall include the following information: determination, procedures for responding, and actions taken to prevent further acts of bullying or retaliation. All notices to parents must comply with applicable state and federal law regarding the confidentiality of student records, and other privacy laws and regulations. To this end, the Co-Director(s) or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken against the aggressor, unless the information is directly related to the victim (e.g. a "stay away" order or other directive that the target must be aware of in order to report violations). Notice for the victim's parents/guardians shall include the following information about the Department of Elementary and Secondary Education Program's (DESE's) Problem Resolution System and the process for seeking assistance or filing a PRS claim: *Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.*

Responses to Bullying

Upon the Co-Director(s) 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. The Co-Director(s) or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Co-Director(s) 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.

Skill-building and other individualized interventions

The Co-Director(s) or designee may consider the following skill-building and other individualized interventions to remediate or prevent further bullying and retaliation. These may include but are not limited to:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula,
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel,
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals,
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home,
- adopting behavioral plans to include a focus on developing specific social skills,
- making a referral for evaluation, and/or
- providing counseling or referral to appropriate services for aggressors and targets, and for appropriate family members of said students, regardless of their status under the law.

Taking Disciplinary Action

If the Co-Director(s) or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on the facts and findings of the investigation, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the BPIP and with the District's Code of Character & Conduct.

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

Discipline procedures for staff members will be referred to the Human Resources Department consistent with applicable policies and procedures.

Promoting Safety for the Target and Others

The Co-Director(s) or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Co-Director(s) 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 following the determination and the ordering of remedial and/or disciplinary action, the Co-Director(s) or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If there is evidence to support a recurrence, supportive measures will be implemented immediately.

If the report of bullying is unsubstantiated

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

The Co-Director(s) or designee may consider what adjustments, if any, are needed in the school environment to enhance safety. One strategy that the Co-Director(s) 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. If appropriate, the Co-Director(s) or designee may consider skill-building approaches and other individualized interventions.

Obligations to Notify Others

Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Co-Director(s) or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement

Prior to the first day of school, the Co-Director(s) or designee shall communicate with the police chief or designee regarding notices of bullying.

If after receipt of a report of bullying or retaliation, or after substantiating a report of bullying or retaliation, the Co-Director(s) has a reasonable basis to believe that criminal charges may be pursued, the Co-Director(s) shall immediately notify law enforcement and document her/his reasons.

Notice shall be compliant with any established agreements between the District and law enforcement and consistent with DESE regulations, including that the Co-Director(s) may disclose a determination of bullying or retaliation to law enforcement without consent of a student or their parent. The Co-Director(s) shall communicate with law enforcement in a manner

that protects the privacy of the victim, the aggressor, and any student witnesses to the extent practicable under the circumstances.

The Co-Director(s) are not required to report allegations or determinations of bullying or retaliation to law enforcement if such situations can be handled appropriately within the school. In deciding whether to notify law enforcement, the Co-Director(s) may consult with the school's resource officer and any other individual deemed appropriate by the Co-Director(s). If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Co-Director(s) or designee shall immediately contact the local law enforcement agency if the Co-Director(s) has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

Notice to Other Parties Regarding Health and Safety of Student

The Co-Director(s) may disclose student record information about a target or aggressor to appropriate parties, including law enforcement, if knowledge of the information is necessary to protect the health or safety of the student or other individual. This is limited to instances in which the Co-Director(s) have determined that there is an immediate and significant threat to the health or safety of the student or other individual(s) and is limited to the period of the emergency. Any of these disclosures must be documented by the Co-Director(s), including the reasons that the Co-Director(s) determined that a health or safety emergency existed.

Training and Professional Development

Annual Staff Training on the Plan

All school staff will receive annual training on the Plan. Staff members hired after the start of the school year will be required to complete training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year.

Ongoing Professional Development

Ongoing professional development will be provided for all staff including but not limited to: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to co/extra-curricular activities and paraprofessionals. The goal of professional development is to establish a common, foundational understanding of tools necessary for the staff to create a school climate that promotes safety, civility, and respect for differences, so as to provide students with skills, knowledge, and strategies to identify, prevent, respond to and/or report bullying, harassment or teasing. Professional development will build the skills of staff members to identify, prevent, and respond to and/or report bullying and cyber-bullying.

This on-going professional development will occur during school-wide professional development days and/or through school-based faculty meeting sessions. The content will include, but not be limited to, information on:

- Developmentally-appropriate strategies to prevent bullying incidents;

- Developmentally-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Written Notice to Staff

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including relevant sections for staff in the school or employee handbook, and the code of conduct. The Plan will also be made available on the school's website.

Access to Resources and Services

Identifying Resources

Map Academy currently provides counseling and support to students through key staff members including licensed school social workers. Map Academy determines the appropriateness of services based on individual need as assessed through the Tiered System of Support intervention model.

Counseling and Other Services

There are mental health and counseling professionals employed by Map Academy to provide in-school, short-term counseling support. Licensed Counselors, a School Nurse, a School Psychologist, and School Social Workers are essential members of each school's Student Support Team. These team members are available to advocate for and provide individual support for students. Counseling opportunities are available to all students.

Referral to Outside Services

Students and families will be provided with referrals to outside resources when needed. The regional Family Resource Center will also be utilized, as needed, to connect students and their families with community-based services. Outside counseling services and arrangements are made between the parent/guardian of a student and/or by the student directly for a student aged 18 or older with the outside agency. The District does not cover the cost of these services. Counseling and referral opportunities, whether in-district or outside of the District, are available to all students, regardless of their status under the law.

Academic and Non-Academic Activities

- A. Specific Bullying Prevention Approaches:** Age-appropriate bullying prevention curricula for each grade will be evidence-based and include the following approaches

- using scripts and role plays to develop skills,
- empowering students to act by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance,
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance,
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies,
- enhancing students' skills for engaging in healthy relationships and respectful communications, and
- engaging students in a safe and supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Plan. The Plan will be presented and reviewed with students within each of their respective school buildings and/or classrooms, and relevant student-related sections of the Plan will be included within the student handbook in age-appropriate terms and the languages most prevalent in the District. The Plan will also be posted on the District website.

B. General Teaching Approaches that Support Bullying Prevention Efforts: The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- ensuring that every student has at least one trusted adult that they can access in their school,
- setting clear expectations for students and establishing school and classroom routines,
- creating safe and supportive school and classroom environments for all students, including students with actual or perceived differentiating characteristics, including: race, color, religion, ancestry, national origin, immigration or citizenship status, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, disabilities, or by association with a person who has or is perceived to have 1 or more of these characteristics,
- using appropriate and positive responses and reinforcement, even when students require discipline,
- using positive behavioral supports,
- encouraging adults to develop positive relationships with students,
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors,

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development,
- using the Internet and social media safely, and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

Collaboration With Families

The school will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

Notification requirements

Each year the school will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used, including but not limited to, how parents and guardian can reinforce the curriculum at home and support the school and the Plan, and information about the dynamics of bullying, cyberbullying, and online safety. The school will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians, and students, will be in hard copy and electronic formats, will be age-appropriate, and will be available in the language(s) most prevalent in the school. The school will post the Plan and related information on its website.

Relationship with Other Laws

Consistent with state and federal laws, and the policies of Map Academy, Map Academy does not discriminate or harass, or tolerate discrimination against or harassment of, students, parents, employees, or the general public on the basis of race, color, religion, ancestry, national origin, immigration or citizenship status, ethnic background, sex, socioeconomic status, homelessness, age, academic status, gender identity or expression, pregnancy or parenting status, genetic information, physical appearance, sexual orientation, or disability, or by any category protected by state or federal law, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents Map Academy from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. If the alleged conduct is on the basis of a protected class (i.e., race, gender, disability, etc.), the alleged conduct should be addressed in a manner consistent with the District's Discrimination and Harassment Grievance Procedures.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H, 37H½, or M.G.L. c. 37H ¾, or other applicable laws, or school or District policies.

4.5 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.

4.6 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 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:

- Using school provided electronic devices or networks to harass or bully others, including over social media.
- Unauthorized use of artificial intelligence (AI).
- Sharing and/or using someone else's account and/or password.
- Deleting or intentionally tampering with someone else's files, folders, or work.
- Damaging or modifying devices, computer system, software, applications, files or other network resources in any way.
- 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.
- 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.
- Violating any federal, state, or local laws/policy, including criminal and intellectual property laws.
- Sending inappropriate and unsolicited information through "spamming."
- Downloading non-educational content such as streaming music and/or video, while utilizing the school network or school devices or technology.
- Intentional viewing, sending, downloading of inappropriate or offensive content.
- Accessing or sending dangerous information that, if acted upon, could cause damage or danger to others.
- 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.
- Intentionally spreading computer viruses, vandalizing data, infiltrating systems, damaging hardware or software, or in any way degrading or disrupting a device or the network.
- Using the network for financial, commercial, or political gain.
- Intentionally wasting limited network or bandwidth resources.
- Uploading any harmful form of programming, bypassing filters, installing any type of service, aliasing/spoofing, peer-to-peer networking or remote control software.
- Creating, sharing or posting audio, video, or any material of or created by another without permission.
- Posting private information of another Student or Staff member.

- Impersonating or attempting to impersonate another individual on any social media platform.
- Use of offensive or inflammatory speech, profanity, or obscene language, including over social media.
- Any expression or use that causes disruption or disorder in school, including over social media.
- 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.
- Sharing accounts, account information, usernames, or password.
- 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.
- 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
 - h. 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 may be considered inappropriate, then he/she/they 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.
- Appropriately use AI in conformance with the classroom and project requirements set by the classroom teacher.
- 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.
- 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.

Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) tools, including generative AI platforms such as ChatGPT, Claude, Gemini, Copilot, and similar technologies, is subject to all school rules including but not limited to school rules regarding academic honesty, acceptable technology use, student privacy, and student conduct. AI tools may support learning when used responsibly and with teacher permission, but may not replace a student's own thinking, writing, or academic work.

Generative AI is prohibited unless the specific teacher grants explicit permission to use such technology in their class or for a particular assignment. Even when such technology is permitted for assignments, the Generative AI use may be limited through the assignment instructions. Teachers may determine the extent to which AI use is permitted on individual assignments, projects, or assessments. Students are expected to follow all teacher directions regarding AI use.

Because AI technology is rapidly evolving, school guidelines and expectations regarding AI use may be updated as needed during the school year.

4.7 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.

4.8 Physical Restraint and Seclusion of Students

Medical Restraint and Mechanical Restraint are prohibited. Physical restraint shall be considered an emergency procedures of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent serious, physical harm to self or other and the student is not responsive to directive or other lawful and less instructive behaviors interventions, or such interventions are deemed to be inappropriate under the circumstance. Map Academy complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in school, 603 CMR 46.00. For more information, please see the District's Policies and Procedures regarding Physical Restraint and Seclusion.

4.9 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.

See *M.G.L. c. 71, §*

4.10 Curriculum Opt-Out

Consistent with Massachusetts regulations, 603 CMR 26.05(1), Map Academy, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

4.11 Competency Determination & Graduation Requirements

Background

Ballot Question 2 did not eliminate competency determination (CD) as a requirement for earning a high school diploma in Massachusetts. It shifted the responsibility for awarding CD from the state to local districts, applying equally to charter schools and traditional districts, starting with the Class of 2025.

Purpose

This policy ensures compliance with the new state law and updated DESE guidance and guarantees that all Map Academy students meet both local graduation requirements and required Competency Determinations before earning a diploma.

Implementation

Class of 2025 and beyond:

- Students who previously met state CD via MCAS are exempt from additional local CD requirements but must meet all other graduation criteria.
- Students who have not met state CD will be assessed under Map Academy's local CD system.

Former Students:

- While the law requires pathways for former students who met local graduation but not state CD, Map Academy has no such students.

Map Academy Competency Determination Requirements

CD is awarded through satisfactory completion of standards-based coursework aligned with Massachusetts 10th-grade curriculum frameworks in English, mathematics, science and history. Students must demonstrate mastery of core skills and knowledge to earn their CD in each content area. Map Academy uses a competency-based, asynchronous model, where students do not earn credit based on seat time or traditional numerical grades. At Map, satisfactorily completing coursework means a student has demonstrated proficiency in identified competencies and subskills associated within a course, which are aligned to Massachusetts Curriculum Frameworks.

To earn full credit, a student must:

- Demonstrate proficiency in each required competency and subskill as determined through the course's scoring criteria.
- Provide sufficient evidence of proficiency through lessons, tasks, projects, and/or assessments aligned with course competencies and MA Curriculum Frameworks.
- Engage in ongoing feedback and revision to strengthen their work until demonstrating proficiency.

At Map Academy, showing mastery means a student has demonstrated the required level of proficiency in the competencies and subskills identified for a course through authentic evidence of learning.

Students show mastery by successfully completing one or more of the following for each course:

- Final performance task or summative assessment that demonstrates proficiency via application of key knowledge of content and subskills aligned to course competencies.
- Capstone project or portfolio of work that provides evidence of learning and demonstrates proficiency in the competencies and subskills addressed by the course.

CD Coursework Requirements

ELA	Satisfactory completion of the equivalent of 4 credits (2 years) of ELA aligned with MA frameworks for Grade 9 and 10 ELA
Math	Satisfactory completion of the equivalent of 4 credits (2 years) of high school math, aligned with MA frameworks for Integrated Math 1 & 2 (encompassing Algebra 1 & Geometry)
Science	Satisfactory completion of the equivalent of 2 credits (1 year) of high school science aligned with MA frameworks for biology, chemistry, physics or tech/engineering
History	Satisfactory completion of the equivalent of 2 credits (1 year) of high school US history aligned with MA frameworks for US History

Students with Disabilities

Map Academy Charter School ensures that all students with disabilities have equitable opportunities to meet the Massachusetts requirements for Competency Determination (CD).

Special education provides extra support and specially designed instruction for students who qualify for an Individualized Education Program (IEP). Eligibility is determined through a comprehensive evaluation conducted by the IEP Team, which includes the student and their parents or guardians.

In accordance with IDEA, Section 504, and MGL c. 71B, Map Academy provides each student with a Free and Appropriate Public Education (FAPE) in the least restrictive environment. Services are individualized and may include academic and therapeutic support from teachers, specialists, and community partners.

All students with disabilities participate in MCAS or MCAS-Alt as determined by their IEPs, with accommodations and modifications implemented as required. Map Academy's competency-based model allows flexible pacing, individualized instruction, and multiple ways to demonstrate mastery, ensuring equitable access to the curriculum and the opportunity to earn the CD.

If an IEP Team determines that a student requires an out-of-district placement, responsibility for that placement and the student's ongoing path toward CD attainment transfers to the district of residence.

English Learners

Map Academy Charter School ensures that all English Learners (ELs) have equitable opportunities to meet the Massachusetts requirements for Determination (CD).

ELs participate fully in Map Academy's competency-based program while receiving English language development instruction aligned with WIDA English Language Development Standards and Massachusetts regulations (603 CMR 14.00). Instruction is scaffolded to make grade-level content accessible and to build academic language within all courses.

Supports are individualized based on English proficiency and may include small-group instruction, co-teaching, and targeted interventions. All English Learners participate in MCAS assessments with approved accommodations following DESE guidelines.

Map Academy's flexible, student-centered design ensures that ELs can access the curriculum, develop English proficiency, and demonstrate mastery to earn the Competency Determination.

Late-Enrolling Students

Map Academy Charter School determines Competency Determination (CD) eligibility for late-enrolling students primarily through review of prior transcripts and coursework. We recognize courses completed elsewhere and presume they satisfy CD requirements when their titles indicate content that would reasonably be expected to align with Massachusetts standards.

After enrollment, staff review each student's record to identify remaining courses needed to satisfy CD and graduation requirements. Students then complete those courses through Map Academy's competency-based program, which provides individualized pacing and multiple opportunities to demonstrate mastery.

Map Academy applies the MCAS score-exception option in accordance with DESE guidelines when appropriate.

This process ensures that late-enrolling students can build on previous learning and have equitable opportunities to complete the courses required to earn a Competency Determination.

Appeals Process

Map Academy Charter School's competency-based model provides ongoing, individualized opportunities for students to meet Competency Determination (CD) requirements. Because learning is self-paced and progress is reviewed continuously, there is no single decision point for CD eligibility. Students demonstrate mastery as they are ready and have multiple graduation opportunities throughout the year.

If a student or parent/guardian has questions or concerns about progress toward meeting CD requirements, they may submit a written request for review to the Co-Directors at any time. The Co-Directors will review the student's academic record and communicate directly with the student and family to clarify progress and outline next steps.

This process ensures transparency, open communication, and equitable access to the Competency Determination for all students.

Map Academy Graduation Requirements

Map Academy requires students to earn a total of 46 credits to graduate. At Map Academy, one credit is awarded for the successful completion of a semester-equivalent course. Since all courses are semester-equivalent, each course is worth one credit, and two credits represent the equivalent of a full-year course.

ELA	8 credits (equivalent of 4 years)
Math	8 credits (equivalent of 4 years)
History	6 credits (equivalent of 3 years)
Science	6 credits (equivalent of 3 years)
Wellness	4 credits
Electives	10 credits
Career Development	2 credits
Graduate Capstone	1 credit
Post Secondary Plan	1 credit