



Student & Family Handbook

Grades K-7

Brooke Charter School Roslindale

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NOTICE:

Due to the unique nature of the current school year, families and students should be aware that some information in the student and family handbook below may be incorrect. We have attempted to compile an addendum of policy changes due to COVID-19 in the final addendum of this document; however, this document does not encompass all programmatic and policy changes needed to address how we must alter schooling during the current pandemic. Additional changes may also come as the school year progresses as we learn and adapt to our present circumstances. We ask for understanding and patience from families as we all work through this together. If at any time a family has a question about a Brooke policy, they should reach out to their child's school directly to seek clarity.



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Dear Brooke Families:

We are honored to welcome you to Brooke Charter School. To our new parents, welcome to our school community, and to our returning parents, welcome back to a new school year! We know that our success as a school depends on the support of our parents, and we look forward to forming or continuing positive partnerships with each of you. We expect a lot from members of the Brooke community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and parents from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you'll learn a lot of different things about Brooke Charter School. You'll learn about the structure of the school, the policies that we have in place, and our expectations of members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The Faculty and Staff
Brooke Charter School

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THE SCHOOL

AN OVERVIEW

Founded in 2002, Brooke Charter School is a network of three high performing K-7 public charter schools in the Boston neighborhoods of Roslindale, Mattapan and East Boston, and one high school. Brooke's mission is to provide an academically rigorous public education to students from the cities of Boston and Chelsea that will ensure that they are prepared to attend and succeed in college. Named after Senator Edward W. Brooke III, the first African American popularly elected to the U.S. Senate, the School's strategy is to focus on developing excellent teaching to a detailed and rigorous set of K-7 learning standards.

In February 2016, the Massachusetts Department of Elementary and Secondary Education approved the consolidation of the charters of Brooke Charter School Roslindale, Brooke Charter School Mattapan and Brooke Charter School East Boston in to one charter and authorized an expansion in grade levels to include a high school with grades 9-12. Brooke's maximum enrollment will be 2,221 beginning in July 1, 2016.

OUR MISSION

The mission of Brooke Charter School is to provide an academically rigorous public education to students from the cities of Boston and Chelsea that will ensure they are prepared to attend and succeed in college.

OUR PHILOSOPHY: RESPONSIBILITY & ACCOUNTABILITY

Brooke Charter School is based on responsibility and accountability, and we believe the cornerstone of success is the partnership between school and family. We know that the positive impact that we have on the lives of our scholars is only possible when the school and home community are working together to reflect the same values. We believe in having high expectations, both academic and behavioral, of our students, and we will work our hardest to ensure that students meet these standards. We know that you have selected Brooke because you hold these same high standards for your child and are eager to work with us to maximize your child's school success.

The Contract of Mutual Responsibilities (**see Appendix G**) outlines the responsibilities of the school, the family, and the student over the course of the coming year. The Contract exists in order to ensure that we have all discussed our responsibilities in detail, understand the specifics they entail, and are prepared to accept those responsibilities and be held accountable for carrying them out. The Contract is not an exhaustive list of what must be done, but it does represent essential elements of a successful academic program. It serves not only as a testament to the commitment we all must make, but as an acceptance of that commitment as well. We require parents/guardians, students, and a representative of Brooke Charter School to sign the contract upon enrolling at the school. The contract shall remain in effect for the duration of the student's enrollment at Brooke Charter School.

GOVERNANCE

The schools are governed by a Board of Trustees that brings parental, community, educational, and professional perspectives to maintaining a viable and thriving school. Members of the Board of Trustees include:

| | |
|---|--|
| Mr. LaRoy Brantley, Treasurer | Managing Director, Cambridge Associates |
| Mr. Alex Finkelstein | General Partner, Spark Capital |
| Ms. Lauren Kushman | Principal, New Schools Venture Fund |
| Mr. Meredith Boak | Vice President, Teach for America |
| Mr. Thomas O'Rourke | Principal, Bain Capital |
| Mr. Trevor Rozier-Byrd | Vice President and Counsel in the Global Markets Division, State Street Bank and Trust Company |
| Ms. Devita McConnell | Forms Manager, Office of the Chief Legal Counsel, Commonwealth of Massachusetts |
| Mr. Scott Oran, Board Chair | Founder and Managing Director, Dinosaur Capital Partners |
| Jon Clark, <i>ex officio</i> | Co-Director, Brooke Charter School |
| Kimberly Steadman, <i>ex officio</i> | Co-Director, Brooke Charter School |

CODE OF CONDUCT

SAFE AND ORDERLY ENVIRONMENT

Brooke Charter School is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Students and families have a right to attend a safe and orderly school. Therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy.

The following sections comprising the Brooke Charter School Code of Conduct will describe the student behaviors that the school considers inappropriate or unacceptable. The following provisions will also detail the procedures for determining the consequences students may face for violations of the Code of Conduct.

SCHOOL-RELATED DISCIPLINARY OFFENSES

The following sections describe school-related disciplinary offenses for which a student may be subject to consequences including, but not limited to, loss of privileges, detention, suspension, or expulsion. The offenses identified in the sections below are not exhaustive, and Brooke Charter School reserves the right to determine the consequences of each violation of the Code of Conduct.

A school-related disciplinary offense refers to the violation of this code occurring:

- While the student is on school grounds;
- While the student is off of school grounds, but results in substantial disruption to the learning environment or Brooke Community;
- During a school-sponsored activity, event, or trip;
- On the school bus and commuting to and from school;
- During events sufficiently linked to school; or
- While communicating harassing messages via cell phones or all forms of social media.

SUSPENSION POLICY

Brooke Charter School complies with the policies and procedures set forth in MGL c. 71 § 37H, 37H ½, and 37H ¾, MGL c. 76 § 21, and 603 CMR 53.00 regarding student discipline. Pursuant to 603 CMR 53.02, the Board of Trustees has affirmed that the Dean of Students may serve as designee for the Principal for purposes of implementing provisions pertaining to 603 CMR 53.00. Hereafter, the term "Principal" shall be considered interchangeable with the term "Dean of Students" when discussing policies and procedures related to student discipline under 603 CMR 53.00.

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequences for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

Nothing in 603 CMR 53.00 or the policies below shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

Definitions

Expulsion

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under MGL c. 71, § 37H or 37H½.

In-School Suspension (ISS)

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

In-school suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten 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. 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.

Long-Term Suspension (LTS)

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-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. Except for students who are charged with a disciplinary offense set forth in MGL c. 71, § 37H (a) or (b), or MGL 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.

Short-Term Suspension (STS)

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. A principal may, in his or her 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.

MGL Statutory Offenses

In accordance with MGL c. 71, § 37H or 37H½, a student may be subject to suspension or expulsion for the following statutory offenses.

- 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 MGL c. 71, § 37H or 37H½.

Suspension or expulsion of a student for one of the statutory offenses listed above may be imposed for period of time in excess of ninety (90) days.

Non-Statutory Offenses

In accordance with MGL c. 71, § 37H¾, a student may be subject to suspension by the Principal for any other offenses not covered by MGL c. 71, § 37H or 37H½. State law prohibits schools from suspending a student for more than 90 school days (total) in one school year for offenses under MGL c. 71, § 37H¾.

Suspension: General Policies & Procedures

In the case of suspensions, the student will be removed from class or school and will be sent to the Main Office or another designated school location, following which, the student's parent or guardian will be notified of the incident by the school.

All decisions by the Principal regarding suspension of a student for any statutory offense under MGL c.71, §37H and MGL c.71, §37H ½, are subject to review by the Co-Director(s). Pursuant to MGL c.71 § 37H ¾, for any offense not covered by MGL c.71, §37H and MGL c.71, §37H ½, a student may be subject to suspension. However, MGL c.71 § 37H ¾ prohibits schools from suspending a student for more than 90 days (total) in one school year for non-statutory offenses. Suspension of a student for any offense under the provisions of MGL c.71 § 37H ¾ must involve both the Principal and the Co-Director(s).

Effective July 1, 2014, any school district that suspends a student pursuant to MGL c. 71 § 37H, 37H ½, or 37H ¾ shall continue to provide educational services to the student during the period of suspension, under section MGL c. 76 § 21. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.

Due Process for Suspension

Brooke Charter School adheres to state law and regulations regarding due process for disciplinary removals and services during removals. (Chapter 222 of the Acts of 2012 and 603 CMR 53.00)

Student disciplinary offenses resulting in suspension are subject to due process procedures, which may include notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform Brooke Charter School immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and Brooke Charter School's attorney is not present, then Brooke Charter School will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. Brooke Charter School hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

Student Discipline & Due Process for Statutory Offenses

This notice of student and parent/guardian rights applies to student misconduct that involves the following:

1. Weapons, drugs, or assault on school staff (MGL c. 71 § 37H).
 - a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to removal from school for a period of time up to expulsion by the Principal.
 - b. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to removal from school for a period of time up to expulsion by the Principal.
 - c. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to removal from school for a period of time up to expulsion by the Principal.
2. Criminal or felony delinquency charges, findings, or admissions (MGL c. 71 § 37H ½).
 - a. Upon issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal may suspend said student for a period of time the principal deems appropriate (including indefinite suspension) if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
 - b. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal may expel said student if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Suspension: Misconduct Involving Weapons, Drugs, Assault

Any student who is charged with any of the misconduct pursuant to MGL c.71 § 37H has an opportunity for a hearing before the Principal. The following standards and procedures shall apply:

1. The Principal or designee shall provide written notice to the student and the student's parent/guardian identifying the charges, the reasons for removal of the student, and evidence for the removal before the removal takes effect.
2. The Principal or designee shall provide written notice to the student and the student's parent/guardian identifying the student's right to a hearing with the principal or designee before the removal takes effect, including the date, time and location of the hearing.
3. The student's parent or guardian will be present at the hearing.
4. At the hearing, students and parents/guardians have the right to: bring counsel (at the student's expense), present evidence, witnesses, and testimony, and cross-examine witnesses presented by the school.
5. After said hearing, the Principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above.
6. In serious cases of student misconduct involving the possession or use of illegal substances or weapons, assault, vandalism, or violation of a student's civil rights, the Principal's determination whether to expel or suspend a student may depend on whether the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Suspension: Misconduct Involving Criminal or Felony Delinquency Charge

In accordance with MGL c. 71 § 37H ½, any student suspended by the Principal upon issuance of a criminal complaint charging said student with a felony or upon the issuance of a felony delinquency complaint against said student, has a right to appeal the suspension to the Brooke Charter School Co-Director(s) – hereafter, “the Co-Director(s).” The following standards and procedures shall apply:

1. The Principal or designee shall provide written notice to the student and the student's parent/guardian identifying the charges and the reasons for such suspension prior to such suspension taking effect.
2. The Principal or designee shall provide written notice to the student and the student's parent/guardian identifying the student's right to appeal the suspension to the Co-Director(s), 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(s).
3. The student shall notify the Co-Director(s) in writing of his or her request for an appeal no later than five calendar days following the effective date of the suspension.
4. The Co-Director(s) shall hold a hearing with the student and the student's parent within three calendar days of the student's request for an appeal.
5. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel.
6. The Co-Director(s) shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student.

7. The Co-Director(s) shall render a decision on the appeal within five calendar days of the hearing.
8. The Co-Director(s)'s decision shall be the final decision of Brooke Charter School with regard to the suspension.

Expulsion: Misconduct Pursuant to MGL c. 71 §37H or MGL c. 71 § 37H ½

Pursuant to MGL c.71 § 37H, any student who is charged with any of the misconduct involving weapons, drugs, or assault on school staff may be subject to expulsion from the School by the Principal. In addition, pursuant to MGL c. 71 § 37H ½, upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the Principal may expel the student if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the School.

Please see the section of this handbook titled, **Expulsion Policy**, for details on the procedures and due process for expulsion and services during expulsion.

Continuation of Educational Services

Students who are suspended or expelled under MGL c. 71 §37H or MGL c. 71 § 37H ½ are entitled to receive educational services during the period of suspension or expulsion under Brooke Charter School's Education Service Plan, which is described below. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Student Discipline & Due Process for Non-Statutory Offenses

The following sections address violations of the Student Code of Conduct that may warrant suspension in accordance with MGL c. 71, § 37H¾.

Grades K-2

Students in grades K-2 may receive a suspension for egregious acts of disrespect or defiance, or if they earn three community violations in one day or four community violations in one week. If a student commits one of the infractions listed below, the student may receive a suspension in addition to receiving a Community Violation. Before the student is returned to class, the student, his or her parent or guardian, and Dean of Students may meet in order to address the student's behavior and plan for improvement. Infractions that merit suspension include, but are not limited to, the following:

- Gross disrespect of a fellow student, staff member, or school property;
- Tantrums;
- Using or possessing over-the-counter medication inappropriately;
- Using or possessing tobacco products, alcohol or other controlled substances;
- Damaging, destroying, or stealing personal or school property or attempting to do so;
- Committing sexual, racial, or any form of harassment or intimidation;

- Skipping school or class;
- Using abusive, vulgar, or profane language or treatment;
- Making verbal or physical threats, empty or otherwise;
- Fighting, pushing, shoving, or unwanted physical contact;
- Setting off false alarms or calling in groundless threats;
- Gambling;
- Departing, without permission, from class, floor, building, or school-sponsored activity;
- Unauthorized use of a building elevator or accessibility device;
- Forgery of any sort, including parental signatures; or
- Repeated and fundamental disregard of school policies and procedures.

Grades 3-5

Students in grades 3-5 may receive a suspension for egregious acts of disrespect or defiance, or if they earn three community violations in one day or four community violations in one week. If a student commits one of the infractions listed below, the student may receive a suspension in addition to receiving a Community Violation. Before the student is returned to class, the student, his or her parent or guardian, and Dean of Students may meet in order to address the student's behavior and plan for improvement. Infractions include, but are not limited to, the following:

- Gross disrespect of a fellow student, staff member, or school property;
- Fighting, pushing, shoving, or unwanted physical contact;
- Making verbal or physical threats, empty or otherwise;
- Damaging, destroying, or stealing personal or school property or attempting to do so;
- Using abusive, vulgar, or profane language or treatment;
- Forgery of any sort, including parental signatures;
- Cheating or plagiarism, or copying of anyone else's work;
- Committing sexual, racial, or any form of harassment or intimidation;
- Skipping school or class;
- Intentionally leaving class (or wherever the students should be) without permission;
- Using or possessing over-the-counter medication inappropriately;
- Using or possessing tobacco products, alcohol or other controlled substances;
- Setting off false alarms or calling in groundless threats;
- Gambling;
- Departing, without permission, from class, floor, building, or school-sponsored activity;
- Repeated and fundamental disregard of school policies and procedures;
- Excessive detentions (4 or more in a week); or
- Unauthorized use of a building elevator or accessibility device.

Grades 6-7

Students in grades 6-7 may receive a suspension if they earn six unprofessionals in one day, four detentions in a week, or three automatic detentions in one day. If a student commits one of the infractions listed below, the student may receive a suspension. Before the student is returned to class, the student, his or her parent or guardian, and the student's teacher, Dean of Students, or Principal, may meet in order to address the student's behavior and plan for improvement. A 60 to 90 minute observation in the scholar's classroom may be required. Infractions include, but are not limited to, the following:

- Gross disrespect of a fellow student, staff member, or school property;

- Fighting, pushing, shoving, or unwanted physical contact;
- Making verbal or physical threats, empty or otherwise;
- Damaging, destroying, or stealing personal or school property or attempting to do so;
- Using abusive, vulgar, or profane language or treatment;
- Forgery of any sort, including parental signatures;
- Cheating or plagiarism, or copying of anyone else's work;
- Committing sexual, racial, or any form of harassment or intimidation;
- Skipping school or class;
- Intentionally leaving class (or wherever the students should be) without permission;
- Using or possessing over-the-counter medication inappropriately;
- Using or possessing tobacco products, alcohol or other controlled substances;
- Setting off false alarms or calling in groundless threats;
- Gambling;
- Departing, without permission, from class, floor, building, or school-sponsored activity;
- Repeated and fundamental disregard of school policies and procedures;
- Excessive detentions (4 or more in a week); or
- Unauthorized use of a building elevator or accessibility device.

In addition to any of the preceding infractions, any breaches of Federal law, Massachusetts State law, or Ordinances of the City of Boston, may be handled in cooperation with the Boston Police Department and may result in suspension.

Field Trips

The school may sometimes engage in outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges. If a scholar earns eight or more community violations in a trimester, he or she will not be allowed to attend the field trip until the trimester ends and violations reset. If school staff believes the scholar to be a safety concern, a parent will be required to attend the field trip in order for the scholars to be allowed to attend the field trip.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.

Notice of Student & Parent Rights Under MGL c. 71 § 37H¾

This section governs all student offenses that may be subject to short-term, long-term, or in-school suspensions that do not involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by MGL C.71 §37H and § 37H½, as detailed above.

In every case of student misconduct for which suspension may be imposed, the principal is required to exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following outlines student and parent rights when the principal is considering and/or decides to implement a suspension as a consequence for student misconduct.

Students who are suspended under §37H¾ are entitled to receive educational services during the period of suspension under Brooke Charter School's Education Service Plan, which is described below. If the student withdraws from the charter school and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Notice of Suspension and Hearing under MGL c. 71 § 37H¾

Unless the principal determines that an emergency removal is required (*see* **Emergency Removals** section below) or decides to implement an in-school suspension of ten or fewer consecutive days (and no more than 10 cumulative days per school year) (*see* **In-School Suspension** section below), the principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing

The principal is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice must set forth the following information:

- 1) the disciplinary offense;
- 2) the basis for the charge;
- 3) the potential consequences, including the potential length of the student's suspension;
- 4) the opportunity for the student to have a hearing with the principal 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;
- 5) the date, time, and location of the hearing;
- 6) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- 7) if the student may be placed on long-term suspension following the hearing with the principal, the student's short and long term suspension hearing rights and the right to appeal the principal's decision to the Co-Director(s) (*see* **Hearing Rights** section below).

The principal is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The principal is presumed to have made reasonable

efforts, and therefore may conduct a hearing without the parent present, if the principal has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the principal and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

If it is determined by either the principal or the parent that additional meetings are needed to address the case after the initial hearing, the school will provide additional written notice to the family for each additional meeting. Expectations for such notice will follow the same guidelines as the initial hearing notice as outlined above.

Emergency Removal Under MGL c. 71 § 37H^{3/4}

A principal has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the principal determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal is required to notify the Co-Director(s) immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal is required to:

- 1) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the **Hearing Rights** outlined below;
- 2) Provide written notice to the student and parent, as described in the preceding section;
- 3) Provide the student an opportunity for a hearing with the principal that complies with the rights outlined below in the **Hearing Rights** section, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- 4) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

The 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.

Hearing Rights Under MGL c. 71 § 37H^{3/4}

Principal's Hearing under MGL c. 71 § 37H^{3/4}: Short-term Suspension

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the principal is for the principal to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent

information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal is required to provide written notification to the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. This written notification may be in the form of an update to the original written notice.

Please note that if the student is in grades pre-K through 3, the principal is required to send a copy of the written determination to the Co-Director(s) and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing under MGL c. 71 § 37H¾: Long-term Suspension

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

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights during a long-term suspension hearing:

- 1) In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- 2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- 3) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- 4) the right to cross-examine witnesses presented by the school district; and
- 5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal 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.

The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-

term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

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

If the student is in grades K through 3, the principal shall send a copy of the written determination to the Co-Director(s) and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Co-Director(s)'s Hearing Under MGL c. 71 § 37H¾

A student who is placed on long-term suspension following a hearing with the principal has the right to appeal the principal's decision to the Co-Director(s).

In order to appeal the principal's decision to impose a long-term suspension, the student or parent must file a notice of appeal with the Co-Director(s) within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the Co-Director(s) an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the Co-Director(s) may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Co-Director(s) shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Co-Director(s) shall grant the extension.

The Co-Director(s) must make a good faith effort to include the parent in the hearing and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for

the hearing that would allow the parent and Co-Director(s) to participate. The Co-Director(s) shall send written notice to the parent of the date, time, and location of the hearing.

The Co-Director(s) will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request. The Co-Director shall inform all participants before the hearing that an audio recording will be made and provided to the student and parent upon request.

The student and parent shall have all the rights afforded them at the principal's hearing for long-term suspension, as detailed above in the sections entitled **Principal's Hearing under MGL c. 71 § 37H¾: Short-term Suspension and Principal's Hearing under MGL c. 71 § 37H¾: Long-term Suspension**.

The Co-Director(s) shall issue a written decision within five calendar days of the hearing, which will include the same elements as required for the written determination following the Principal's Hearing for Long-Term Suspension (see preceding section). If the Co-Director(s) determines that the student committed the disciplinary offense, the Co-Director(s) may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Co-Director(s) shall be the final decision of the school.

In-School Suspension Under MGL c. 71 § 37H¾

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal is required to inform the student of the disciplinary offense charged and the basis for the charge and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal must inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day that the principal decides to impose an in-school suspension, the principal must make reasonable efforts to verbally notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

The principal 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 principal, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to

an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

Removal from Privileges and Extracurricular Activities

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth in preceding sections.

Services During Removals & School-Wide Education Service Plan

In order to promote continued academic progress for students who are removed from their classroom or school, whether pursuant to MGL §37H, §37H ½, or §37H ¾, the School has the obligation to provide each student who is suspended or expelled an opportunity to make academic progress during the suspension or expulsion. Students and parents will be notified in writing of this opportunity at the time of suspension or expulsion.

Pursuant to MGL c. 76 § 21, students who are suspended from school for 10 days or less, whether in or out of school, will have the opportunity during the period of suspension to earn credits, make academic progress, and make up, make up assignments, including, but not limited to, homework, quizzes, exams, papers and projects missed. The principal shall inform the student and parent of this opportunity in writing when such a suspension is imposed.

Also pursuant to MGL c. 76 § 21, students who are expelled or suspended for more than 10 consecutive days must be provided an equitable opportunity to receive education services that are identified in a school-wide education service plan.

Brooke Charter School's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing changes to the overall Education Service Plan, or changes to a specific Education Service Plan for an expelled or suspended student, Principals may seek the input of relevant health and human service, housing and nonprofit agencies, education collaboratives, and other service providers.

For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information. Upon selection of an alternative educational service by the student and the student's parent or guardian, the School shall facilitate and verify enrollment in the service. The School shall document the student's enrollment in education services. For data reporting purposes, the School shall track and report attendance, academic progress, and such other data as directed by the Department.

Students exempt from attending school under MGL c. 76 § 1 shall not be subject to this section.

EXPULSION POLICY

Introduction

Brooke Charter School complies with the policies and procedures set forth in MGL c. 71 § 37H, 37H ½, and 603 CMR 53.00 regarding student discipline. Pursuant to 603 CMR 53.02, the Board of Trustees has affirmed that the Dean of Students may serve as designee for the Principal for purposes of implementing provisions pertaining to 603 CMR 53.00. Hereafter, the terms “Principal” shall be considered interchangeable with the term “Dean of Students” when discussing policies and procedures related to student discipline under 603 CMR 53.00.

In every case of student misconduct for which expulsion may be imposed, a principal shall exercise discretion in deciding the consequences for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

Nothing in 603 CMR 53.00 or the policies below shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

Expulsion – Definition

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under MGL. c. 71, § 37H or 37H½ for:

- e) possession of a dangerous weapon;
- f) possession of a controlled substance;
- g) assault on a member of the educational staff; or
- h) 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 MGL. c. 71, § 37H or 37H½.

All decisions by the Principal regarding expulsion of a student for any offense under MGL. c.71, §37H and MGL. c.71, §37H ½, are subject to review by the Co-Director(s).

Removal from Class or School

In the case of expulsion, the student will be removed from class or school and will be sent to the Main Office or another designated school location, following which, the student’s parent or guardian will be notified of the incident by the school.

Please see the following section titled “**Due Process for Expulsion and Services During Expulsion**” for additional details regarding the processes and procedures pertaining expulsions.

Due Process for Expulsion & Services During Expulsion

Introduction

Student disciplinary offenses resulting in expulsions are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform Brooke Charter School immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and Brooke Charter School's attorney is not present, then Brooke Charter School will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. Brooke Charter School hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

Notice of Student & Parent Rights Under MGL c. 71 § 37H and c. 71 § 37H½

The following provisions apply to student misconduct that involves the following:

1. Weapons, drugs, or assault on school staff.
 - a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the Principal.
 - b. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principal.
 - c. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
2. Student criminal or felony delinquency charges, findings, or admissions.
 - a. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal. The following standards and procedures shall apply:

1. The Principal or designee shall provide written notice to the student and the student's parent/guardian identifying the charges, the reasons for the expulsion, and evidence for expulsion before the expulsion takes effect.
2. The Principal or designee shall provide written notice to the student and the student's parent/guardian identifying the student's right to a hearing with the principal or designee before the expulsion takes effect, including the date, time and location of the hearing.
3. The student's parent or guardian will be present at the hearing.

4. At the hearing, students and parents/guardians have the right to: bring counsel (at the student's expense), present evidence (through the student's own testimony or witnesses and through witness evidence) and cross-examine witnesses presented by the school.
5. After said hearing, the Principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above.
6. In serious cases of student misconduct involving the possession or use of illegal substances or weapons, assault, vandalism, or violation of a student's civil rights, the Principal's determination whether to expel or suspend a student may depend on whether the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student who has been expelled from a school district pursuant to MGL c. 71 §37H or c. 71 §37H½ shall have the right to appeal to the Brooke Charter School Co-Director(s) – hereafter, “the Co-Director(s).” The following standards and procedures shall apply:

1. If the Principal decides to expel the student after the hearing, the Principal shall provide written notification at the hearing to the student and the student's parent/guardian of the right to appeal the decision, the process for appealing the expulsion, and the opportunity to receive educational services.
2. The expulsion shall remain in effect prior to any appeal hearing conducted by the Co-Director(s).
3. The expelled student shall have ten calendar days (if expelled pursuant to c. 71 §37H) or five calendar days (if expelled pursuant to c. 71 §37H½) from the date of the expulsion in which to notify the Co-Director(s), in writing, of his or her request for an appeal.
4. Once an appeal hearing has been requested, the Co-Director(s) shall hold a hearing with the student and the student's parent/guardian. For expulsions pursuant to c. 71 §37H½, the Co-Director shall hold the hearing within three (3) days of receipt of an appeal request.
5. At a hearing before the Co-Director(s), the student has the right to counsel (at the student's expense), the right to present oral and written testimony, and the right to confront and cross examine witnesses presented by the school.
6. For expulsions pursuant to c. 71 §37H, the subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of section 37H.

Co-Director(s) Authority to Overturn Expulsion

The Co-Director(s) shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Co-Director(s) shall render a decision on the appeal within five calendar days of the hearing. The Co-Director(s)'s decision shall be the final decision of Brooke Charter School with regard to the expulsion.

Educational Services During Expulsions

Students who are expelled under c. 71 §37H and §37H½ are entitled to receive educational services during the expulsion under Brooke Charter School's Education Service Plan, which is described below. If the student withdraws from the charter school and/or moves to another school district during the expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Prior to expulsion, the Principal shall inform the student and parent/guardian, in writing, of the opportunity for educational services that will be made available for a student to make academic progress during the period of expulsion once it is imposed. Notice shall be provide in English and in the primary language spoke in the student’s home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a specific school staff member to arrange services.

School-Wide Education Service Plan

Brooke Charter School has developed a school-wide Education Service Plan for all students who are expelled from school. Principals shall ensure these students have an opportunity to make academic progress during the expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

Brooke Charter School’s Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

If Brooke Charter School expels a student, Brooke Charter School is required to provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student’s parent or guardian, the school or school district shall facilitate and verify enrollment in the service.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below. For additional information, please contact Cristie McGrath, Director of Student Support, at 617-429-5786.

Short-term suspensions: School personnel may refer a student to an alternative placement or suspension for up to 10 total school days without services. Regarding students with IEP’s, for subsequent removals during the school year which constitute a change in placement:

- 1) The school must provide services to the extent necessary for progress in the general curriculum and IEP goals as determined by school personnel in consultation with at least one teacher.
- 2) If appropriate, the school must conduct a functional behavioral assessment and develop a behavioral plan.

Change of Placement

A change of placement is defined as removal for more than ten consecutive school days or for a series of shorter removals that constitute a “pattern.” A “pattern” of conduct will take into consideration the length and total time removed, as well as the proximity and similarity of behavior. On the date of a decision to make a removal constituting a change of placement, parents/guardians must be notified of the decision and the procedural safeguards.

Within ten school days of a decision resulting in a change of placement, the team must conduct a manifestation determination. The meeting must include representatives of the district, parents/guardians and any other relevant members. The team must consider all relevant information in the student's file, teacher observations, and relevant information from the parents/guardians. The team must determine whether the conduct was: (1) caused by the disability; or (2) had a direct and substantial relationship to the disability; or (3) was a direct result of the district's failure to implement the IEP (or 504 Plan). If any of these criteria are met, then the conduct is a manifestation of the student's disability.

If the team determines that the conduct was a manifestation of the disability, the student must be returned to his/her placement. The parties, however, may change the IEP and placement through the team process. Also, the team must conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavioral plan already exists, review the plan and make any necessary modifications.

A 504 Plan may be changed as well to address the behaviors at hand.

If the team determines that the conduct was not a manifestation of the disability, the school discipline can be put into effect. The student on an IEP is entitled, however, to receive educational services to enable progression in the general curriculum and IEP goals. The team must determine which services are necessary and the setting where they will be provided. A student with a 504 Plan, however, is entitled to educational services only to the extent that non-disabled peers would be provided the same educational opportunity.

Appeal Rights

When a parent/guardian disagrees with the Team's decision on "manifestation determination," or an alternative placement, the parents/guardians have the right to request an expedited hearing from the Bureau of Special Education Appeals. Placement pending the appeal is in the alternative setting as determined by the team for the duration of the discipline or completion of the appeal.

Exceptions for Specified Conduct: Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function.

Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to him/her or others the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

Discipline for Children Who May Be Disabled But Do Not Have IEPs

The IDEA protections summarized above also apply to students who have not yet been found to be eligible for IEPs if the district "had knowledge" the child was a child with a disability within the meaning of the IDEA before the precipitating event. The IDEA provides that the district is "deemed to have knowledge" if: (1) the parent/guardian had expressed concern in writing to the administrator or the child's teacher that the child needed special education and related services;

(2) the parent/guardian had requested an evaluation; or (3) the teacher of the child or other personnel had expressed specific concern about a pattern of behavior to the Director of Special Education or other supervisory personnel in the district. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services needs or the parent/guardian refused an evaluation or services.

If the school is not “deemed to have knowledge” regarding the existence of a disability prior to the precipitating event, the student may be disciplined in accordance with the district policies. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the evaluation must be done in an expedited manner. Pending the results of the evaluation, the student must remain in the placement determined by the school officials, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the district must provide the student with special education and related services in accordance with the IDEA.

Students with Disabilities under Section 504

Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504. Additional information regarding the procedural protections for students with disabilities under Section 504 can be obtained from Cristie McGrath, Director of Student Support, at 617-429-5786.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

Brooke Charter School shall collect and annually report data to the Department of Education regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department.

The principals of each school shall periodically review discipline data by selected student populations, including but not limited to, race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short-term and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

USE OF PHYSICAL RESTRAINT

In accordance with state law, Brooke Charter School has determined that physical restraint on a student will only be administered when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and if non-physical interventions would not be effective. The use of physical restraint shall not be used as a means of punishment, or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. When physical restraint is required, it is the goal of school personnel to prevent or minimize any harm to the student as a result of the use of physical restraint.

Only those staff members that have received in-depth training as described within school's Physical Restraint Policy shall administer physical restraints. Brooke Charter School follow the regulations and reporting and documentation requirements of 603 CMR 46.00, which can be found in its entirety, along with the complete Physical Restraint Policy, in [Appendix "H."](#)

In compliance with Commonwealth of Massachusetts Regulations (603 CMR 46.00), Brooke Charter School ensures that every student attending our schools is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

COMPLAINT PROCESS

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Principal. The Principal will receive a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Principal will present an appellate decision to the complainant. Co-Directors will not hear complaints that have not followed this procedure.

If the situation has still not been resolved, the complainant may appeal the decision to the Co-Director for Academics or the Co-Director for Operations. The Co-Directors can be contacted at Brooke Charter School Roslindale, 190 Cummins Highway, Boston, MA 02131, or at 617-325-7977.

If the situation has still not been resolved, the Board encourages attendance at the next regularly scheduled meeting of the Board of Trustees. Board Meeting dates are posted on the Brooke Charter School website at <http://www.ebrooke.org/about-us/> or by contacting the school at 617-325-7977. The Board will not hear complaints that have not first followed these procedures. If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by MGL c. 71, § 89(jj) and 603 CMR 1.10.

If an individual believes that the school has violated any provision of state or federal law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. A parent/guardian may file a complaint with DESE at any time if he or she believes that the school has violated any federal or state law or regulation.

IN THE CLASSROOM: DAILY STUDENT LIFE

ATTENDANCE POLICY

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at Brooke Charter School has been formed in order to ensure that this remains the case. Therefore, any student who misses more than 15 days of school over the course of a school year will be subject to retention in his/her grade level. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the Director of Operations will contact a Truancy Officer to assist in resolving the situation.

Parents and guardians are expected to call the school as early as possible but no later than 7:30 A.M. if their child will not be attending school for any reason. Earlier written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail or on the classroom teacher's voice mail. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please indicate your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

Student absences will only be excused for the following reasons: BPS transportation delays, for the death of a family member (up to 3 days in a year), or if the student is dismissed by the school nurse due to illness. Doctors' notes will also excuse sick absences but a well doctor visit will not excuse a full day absence. All other absences will be marked as unexcused. Both excused and unexcused absences count towards the 15 days that qualify a student for retention.

Students will be held accountable for work missed due to suspension, vacation, or absences. Work may not always be available in advance of absences.

Students will not be allowed to attend any afterschool programming or events if they are absent for school that day. This includes, but is not limited to, participating in or attending afterschool Brooke sporting events.

According to MGL c. 76 and c. 72, § 8, all students under 16 are expected to be in school. Brooke Charter School operate in compliance with Department of Transitional Assistance requests and requirements. Depending on the frequency of tardies and/or absences, there may be consequences including, but not limited to, loss of privileges, detention, grade retention, and referral to a City of Boston Truancy Officer. Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence, unless advance permission has been given by the school.

All questions regarding student attendance and attendance records should be directed to the school's Director of Operations.

Lateness

Parents must escort late students to the Main Office to sign in before proceeding to their classroom. Late arrivals after 7:45am disrupt class for all students in the class and therefore should be avoided if possible. Three late arrivals will count as the equivalent of one absence for the purposes of our attendance policy.

Depending on the frequency of a student's late arrivals, there may be consequences including but not limited to, the issuance of a tardy violation to be signed by a parent, loss of privileges, issuance of an unprofessional, and detention.

In addition, if students have excessive unexcused tardies, families will be required to meet with teachers, Deans of Students, and/or the Director of Operations to address the issue.

Early Dismissal Policy

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 7:45 A.M. of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note in the child's Life Work folder. Teachers will then be responsible for having the student sitting in the Main Office at the requested time in order to minimize disruption to class time.

The school will record dismissals before 12:00 PM on full days as absences. The school will record dismissals after 12:00 PM but before 3:55 PM as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present. Three early dismissals will count as the equivalent of one absence for the purposes of our attendance policy.

Snow Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Brooke Charter School follows the exact same cancellation policies as Boston Public Schools, so if Boston Public Schools is closed, so is Brooke Charter School.

LIFE WORK (HOMEWORK)

Depending on which of the three Brooke Charter School your scholar attends, there may be variations regarding Life Work expectations and consequences for failure to complete assigned Life Work. Guidelines that pertain to Life Work policies of the school attended by your scholar will be shared by the school administration and/or the student's classroom teacher.

TOYS

Students will not have an opportunity to play with toys during the day so they should be left at home. Students who bring inappropriate items to school will have such items confiscated. These

confiscated items will not be returned to students; a parent or guardian will be required to come to the school to retrieve them. Students are not permitted to bring toys to recess.

STUDENT DRESS POLICY

We show respect for our appearance and our cohesion as a community through our uniforms. Students in our community are expected to follow the school dress code in order to be allowed in class. Brooke enforces a dress policy to show respect for our appearance, to show cohesion as a community and encompass a sense of equality and a focus on academic excellence, and to prepare students to dress properly for future endeavors such as high school, college and employment interviews and experiences.

Our uniform policy is strictly enforced. Depending on which of the three Brooke Charter Schools your scholar attends, there may be variations regarding the details of Student Dress Policy and consequences for failure to follow the school dress code. Guidelines that pertain to Dress Policy of the school attended by your scholar will be shared by the school administration or found in the Appendix of this Handbook. In addition, information regarding the purchase of uniforms will be made available by the school during new student/new family orientation and prior to the start of each school year. If you have not received information on how to purchase your student's uniform, please contact the administration immediately. Once you receive information about how to purchase student uniforms, please make your purchases early because they often sell out in the weeks before school starts.

Bathroom Accidents

Parents of kindergarten students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school, and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.

Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

STUDENT SCHEDULES

Student Schedules

If we want students to learn more, we need to spend more time learning. Our longer school day and longer school year afford students this opportunity. Teachers set their own schedules in their classrooms and so the schedule will naturally change from room to room and from day to day. Classroom teachers can present you with far more information about the daily schedule during Open House.

School-Day Hours

Grades K-7 (Monday, Tuesday, Thursday, Friday)

Roslindale: 7:45am – 4:00am

Mattapan: 7:45am – 4:00pm

East Boston: 7:45am – 4:00pm

Grades K-7 (Wednesday)

Roslindale: 7:45am – 12:30pm

Mattapan: 7:45am – 12:30pm

East Boston: 7:45 a.m. – 12:30pm

Grades 8-12 (Tuesday, Wednesday, Thursday, Friday)

Brooke 8th Grade Academy: 7:45 – 4:00pm

Brooke High: 8:00am – 3:45pm

Grades 8-12 (Monday)

Brooke 8th Grade Academy: 9:45am – 4:00pm

Brooke High: 9:45am – 3:45pm

Early Release

Brooke students in grades K-7 are dismissed at 12:30 p.m. every Wednesday in order to provide teachers with regular times to meet and conduct professional development activities. Please note lunch **is not** served on early release days for grades K-7.

Clean School

Given the school's emphasis on responsibility, each student homeroom will be responsible for cleaning their classroom at the end of the day. While the school also employs a custodial staff, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially in assuring shared, common spaces are kept neat and clean.

Extra Academic Preparation

Students whose performance demonstrates a need for extra help or tutoring, especially those new to the school, may be required to start their school-day earlier and/or to stay as later in the afternoon for additional instruction. Therefore, please note that students' academic performance may determine the length of their school day. The most important thing for the school is that students are prepared to succeed in their classes.

Additionally, students may be required to attend a summer session in July in order to receive extended academic instruction. These summer session days are not optional and are considered part of the regular school year for those of whom these days are required.

Sports

Age-eligible students may only participate on school-sponsored sports teams if they: 1) are passing all of their classes; 2) receive permission from their parents or guardians; and 3) have on file with the School Nurse verification that they have successfully passed a physical over the past year. Families should keep in mind that students who have not submitted evidence of a physical examination within the last calendar year will not be permitted to participate in extracurricular athletics.

HALLWAY BEHAVIOR

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides, not touching the wall, and towards the right side of the hall. Students in the hallway without permission and students who talk in the hallway will receive a Community Violation or Detention.

BATHROOM BEHAVIOR

In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments.

ASSESSMENT

In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students' reading levels. In kindergarten-third grade, we use the STEP assessment. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards.

To ensure that the quality of instruction and rigor is consistent across campuses in all grades, network-wide assessments are given approximately five times per year to in all subjects. Principals and teachers use the data to support struggling students and refine curriculum.

PROGRESS REPORTS, REPORT CARDS, AND SCHOOL-PARENT MEETINGS

Teachers and staff will use progress reports and report cards to communicate students' academic and behavioral performance. Progress reports and report cards will be sent home with students. In certain circumstances, a student's report card or progress report may not be distributed in class and may need to be picked up at the school by the student's parent or guardian. Parents will also be expected to meet with their children's teachers during the two Family-Teacher

Conferences held each year in November and March. New families are also required to attend a conference before the start of the school year.

PROMOTION POLICIES

Grades K-5

Three factors are considered in promotion decisions: attendance, overall reading level, and grade-level standard mastery, as cited on the report card.

Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Please refer to the attendance policy section of this handbook for more details on this policy. Please note that absences resulting from out-of-school suspensions are not excused.

Students who are not reading on grade level by the end of the academic year are eligible for retention in the elementary school, and students who are reading more than half a year below grade level according to the final STEP test results will be automatically retained in their current grade-level. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Students are evaluated on academic standards in all subject areas using the following evaluative scale:

- **NYT - Not Yet Taught:** Skill or concept has not yet been taught
- **BE - Below Expectations:** Student does not yet demonstrate understanding of this skill or concept. Even with additional instruction and support, the student struggles with applying the skill or concept consistently.
- **ME - Meeting Expectations:** Student has achieved competence in this skill or concept - they have proven they can often apply the skill or concept independently after receiving instruction. A student at this level is achieving grade-level expectations at this point in the year.
- **EE - Exceeding Expectations:** Student has achieved a high level of competence beyond grade-level expectations - they have proven they have internalized the skill or concept and can apply it to new situations.

Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

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

All students who are reading below grade level at the end of the academic year may be required to attend summer session. Summer session is an intensive, targeted instructional program that aims to develop reading, writing, and math skills in a small classroom setting. Students are required to wear uniforms during summer session. Summer session is provided free of cost, but parents are expected to provide transportation for their children. Attendance at summer school will not affect promotion decisions.

Grades 6-7

Students who fail two or more of their major classes for the year (science, math, social studies, reading, or writing) will be retained in their current grade level as a matter of policy. Students whose homework grades are below 70% for two or more of their major classes will be retained in their current grade level as a matter of policy.

Students who fail one of their major classes for the year will be retained in their current grade level, unless the school grants an exception. Students may also be retained in their current grade level if they end the year reading below grade level. In all such cases, the criteria in making such decisions shall be the student's readiness to succeed in the next grade level. In addition to retaining or promoting, the school may also promote a student on the condition that they successfully complete a summer program approved by the school, but paid for at the family's expense.

BUILDING SAFETY AND SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave with the approval, and, in most instances, under the escort and supervision of an authorized adult.

VISITOR POLICY

All visitors are required to report to the Main Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

STUDENT SEARCHES

In order to maintain the security of all its students, Brooke Charter School reserves the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School cubbies and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

FIRE SAFETY PROCEDURES

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

AHERA MANAGEMENT PLANS

As per 40 CFR Part 763.93 (g), Brooke Charter Schools' AHERA Management Plans are maintained in the main office of each Brooke Charter School campus and at the central office located at 190 Cummings Highway, Roslindale. AHERA Management Plans are available for review during

normal school hours. Please reach out to Charles Peters (cpeters@ebrooke.org) or Mark Loring (mloring@ebrooke.org) to schedule a time to review the documents. A reasonable fee may be charged for requested copies.

GENERAL SCHOOL INFORMATION

BROOKE CHARTER SCHOOL CONTACT INFORMATION

Brooke Charter School - Roslindale

190 Cummins Highway
Roslindale, MA 02131
Telephone: 617-325-7977
Fax: 617-325-2260
www.ebrooke.org

Brooke Charter School - Mattapan

150 American Legion Highway
Mattapan, MA 02124
Telephone: 617-268-1006
Fax: 617-474-4612
www.ebrooke.org

Brooke Charter School - East Boston

189 Paris Street
East Boston, MA 02128
Telephone: 617-409-5150
Fax: 617-569-6417
www.ebrooke.org

Brooke Charter School – Brooke High School & 8th Grade Academy

200 American Legion Highway
Boston, MA 02124
Telephone: 617-874-5515
Fax: 857-401-3010
www.ebrooke.org

SCHOOL DAY

The school building is closed at 6:00 p.m. Voice mail will be on automated attendant before 7:15 a.m. and after 6:00 p.m., though families should feel free to dial directly the appropriate extensions at any time.

STUDENT PHONE USE

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office, not the classroom phone, to leave a message before 2:30 p.m. Students will not be called from class to the office to speak with a parent except in case of an emergency.

Students may not use the telephones in classrooms or in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. **Students may not use cell phones during the school day.** K-7 grade scholars cannot use cell phones or have them out while at school. If they do, they will earn a community violation (K-5) or an automatic detention (6-7). The phone will be kept at school until a parent can pick it up.

FAMILY COMMUNICATION

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

PARENT INVOLVEMENT

Parental involvement in a child's educational life is critical to a child's success. We encourage parents to develop strong positive partnerships with the school.

Visiting Classes

Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After Open House, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

Initial Teacher Meeting

New parents are asked to bring their children in to the school before the start of school to meet with their child's homeroom teacher. These meetings will last about half an hour and will be scheduled directly by the homeroom teacher. These meetings will give students and their parents a chance to meet their teacher before the first day of school and will also allow teachers to learn a little bit about the child's educational history and personality. It is critical that all parents and children attend this initial teacher meeting.

Community Information

School leaders will send out weekly emails to parents with information about upcoming activities and events. If you would like to receive those weekly emails, please be sure that the school has your email address on file.

Parent Conferences

Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend 30-minute conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or principal.

Parent Involvement Committee

In addition to supporting their child and learning more about the school program, parents/guardians have the opportunity to contribute to the school via the school's Parent Involvement Committee. Please see [Appendix A](#) for more on the school's Parent Involvement Policy.

LOST AND STOLEN PROPERTY

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent. However, the school is not responsible for replacing lost or stolen property or for compensating the family for the value of that property.

TRANSPORTATION

The school uses a combination of transportation methods to transport students to and from the school.

Boston Public Schools Buses

The school uses Boston Public Schools (BPS) buses for eligible students. Eligibility is determined by BPS.

The Boston Public School transportation department will send a notice to you about your bus stop location, time of pick-up and drop off, and bus number.

Please note that according to BPS policy, bus drivers may drop off students at the bus stop even when the parent is not there. Therefore, it is extra important that parents arrive at the bus stop on time to pick up their child.

WHAT HAPPENS IF...

- **You move during the school year?** Please contact the main office and ask to speak to the school's Director of Operations. We will submit your new address to the BPS

transportation department in order for your child to receive a new transportation assignment. Please note that the process to change a bus stop when an address has changed can take up to a couple of weeks on BPS' end.

- **The bus is late?** Students are not marked "tardy" if their school bus arrives at school late. You can reach BPS Transportation at 617-635-9520 if you have questions about your child's bus or want to track the location of the bus.

Alternative Transportation

Parents may request a bus stop near their child's after school program, with certain restrictions. The requested stop must be on one of the school's regular bus routes, and there must be a seat available on the bus. Parents should be aware that BPS may not be able to assign a student to a requested alternative stop, and requests can take several weeks. You may contact the Director of Operations for details and an application.

Transportation Accommodations

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. Some students receive door-to-door bus service. Other students with disabilities are picked up and dropped off at a corner near home, receive an MBTA pass, or walk to school. The Student Support Coordinators can help coordinate these services with BPS. Some students with medical or physical conditions may receive door-to-door service by submitting a letter from the doctor to the principal. The School Nurse will contact the doctor to discuss the appropriate transportation services for these students and the time limits of those services.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the Dean of Students of the situation. School administration will then conduct an investigation into your complaint.

Bus Arrival and Dismissal Location

Brooke Roslindale

School buses and vans will drop students off at the school between 7:15 a.m. and 7:30 a.m., and will begin returning students from school at 4:00 p.m. The buses and vans will drop off and pick up students in front of the school's entrance doors on Cummins Highway. Cummins Highway and Summer St. are busy arteries, with high traffic volume. Students may never cross these or nearby streets unless escorted by an adult or unless they have received a walk signal at an intersection. We ask that when parents cross these streets with their children, that they do so only at crosswalks.

Particularly at dismissal time, crossing at non-authorized areas creates a hectic and dangerous situation and sets a poor example for students.

Brooke Mattapan

School buses will drop students off at the school between 7:15 a.m. and 7:30 a.m., and will begin returning students from school at 4:00 p.m. The buses will drop off and pick up students along Austin Street next to the school building in the marked bus lanes. American Legion Highway is a busy artery, with high traffic volume. Students may never cross this or nearby streets unless escorted by an adult or unless they have received a walk signal at an intersection. We ask that when parents cross these streets with their children, that they do so only at crosswalks. Particularly at dismissal time, crossing at non-authorized areas creates a hectic and dangerous situation and sets a poor example for students.

Brooke East Boston

School buses and vans will drop students off at the school between 7:15 a.m. and 7:30 a.m., and will begin returning students from school at 4:00 p.m. The buses and vans will drop off and pick up students in front of the school's main entrance doors on Byron Street. Horace Street and Byron Street are busy arteries, with high traffic volume. Students may never cross these or nearby streets unless escorted by an adult or unless they have received a walk signal at an intersection. We ask that when parents cross these streets with their children, that they do so only at crosswalks. Particularly at dismissal time, crossing at non-authorized areas creates a hectic and dangerous situation and sets a poor example for students.

If you have any questions, comments, or concerns, the BPS transportation department can be called at 617-635-9520.

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. Parents should not go to the classroom to dismiss their students before the regular dismissal time as this is very disruptive to class.

Student Drop-Off

Families who drive students to school in the morning are requested to drop their students off at the main entrance before 7:45 a.m. The doors to the school open at 7:15 a.m. Further detailed instructions regarding student drop-off and pick-up by parents will be provided prior to the start of the school year. For any questions regarding student drop-off or pick-up, please contact the administration office at your student's school.

Walkers

Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards.

Crossing Busy Roads

Our schools are located on very busy arteries with high traffic volume. Students may never cross these streets unless escorted by an adult or unless they have received a walk signal at an intersection. Students who violate this rule will face severe consequences, up to and including suspension.

We ask that when parents cross these streets with their children, that they do so only at crosswalks. Particularly at dismissal time, crossing at non-authorized areas creates a hectic and dangerous situation and sets a poor example for students.

SCHOOL MEALS

The school participates in the School Breakfast Program, National School Lunch Program, and Afterschool Snack Program. All students at all Brooke Schools are served free breakfast, lunch, and snacks. Breakfast is served from 7:15 a.m. until 7:45 a.m. Students who arrive after 7:45 a.m. may not be served breakfast. Students are served two snacks per day. Menus for breakfast and lunch will be sent out every month.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda and candy are never permitted at school, even in lunches brought from home.

Healthy Food Policy

Brooke Charter School's healthy food policy was inspired by those of several other schools, locally and nationally, and many of our breakfast, lunch, and snack guidelines are already in place in many public schools in Boston. In addition to inspiring our students to achieve academic excellence, we also want to encourage them to develop healthy eating habits. If you plan to send your child to school with food from home, carefully review the information below. Free breakfast and lunch as well as two snacks are provided to all students every day with the exception of Wednesday, when lunch is not served.

Students are not permitted to eat or drink the following items for breakfast, snack and lunch:

- Caffeinated beverages
- Soda
- Sports drinks (ex. Gatorade)
- Fast Food
- Candy

At lunch only, students are permitted to eat chips or small sweet treats (ex. cookies) as part of their meal.

Scholars who bring any foods to school that are not allowed will be told to put the item away and it will be replaced with a healthy option. Student's food from home will not be thrown away. Scholars need well-balanced meals each day. If a scholar is found to have a lunch that consists of only "snack foods," we will serve the student a school lunch.

If you have any questions regarding this policy, please don't hesitate to reach out to your school's Director of Operations.

Food Allergies

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students. For students who have been diagnosed with a life-threatening food allergy, once the parent has informed the school nurse they must also provide medical documentation for the diagnosis of the life-threatening food allergy. After documentation is provided, the family and school officials (including but not limited to the school nurse and the school nutrition director) will meet to develop an Individual Health Care Plan (IHCP) to accommodate for the student. This plan must be developed before the student begins school or as soon as possible after the school is provided documentation of the life-threatening allergy.

Birthday Celebrations

Please contact the classroom teacher to make arrangements for any birthday celebration. We cannot allow birthday celebrations to interrupt the academic day or allow birthday celebrations at lunch. Parents will be informed if there is a food allergy in the class; if such an allergy exists, we ask parents to be considerate and avoid that food product in birthday snacks. The birthday treat also needs to be easily consumed by dismissal and needs to comply with the healthy food policy (see above). Students may not distribute invitations to parties within the school building unless every member of the class is invited. The school may require student birthday celebrations to be grouped in order to reduce the quantity of birthday celebrations (which typically contain unhealthy food options) and ensure that the school is following the network's Wellness Policy.

Non-Discrimination Statement

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

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

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

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

This institution is an equal opportunity provider.

MEDICAL RECORDS AND HEALTH SERVICES

Massachusetts state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- **Massachusetts School Health Record.** This form contains records showing that the student has: 1) had a physical exam within the past year prior to the start of the school year; 2) up-to-date immunizations; and 3) had screening for vision, hearing, and scoliosis;
- **Authorization for Dispensing Medication in School Form.** If a child must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian;
- **Physician Information Release Form.** This form must be filled out and signed by a parent or guardian, so that the school may contact a student's physician in case of an emergency; and
- **Health History Form.** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. No student will be allowed to start school without having this form on file.

Health Services

The School Nurse will be at the school to administer medication to students who require it during the school day, and to provide counseling on health-related issues, first aid to injured students, and care to ill students. In addition, the school has access to a physician consultant who serves as an advisor to the school on selected medical matters.

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the Nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact to the school to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, and asthma inhalers. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission

to administer the medication during the school year. In addition, each day the student needs the medication, he or she must bring the medication and a note from a parent or guardian: 1) giving the School Nurse permission to administer the Tylenol or aspirin; and 2) informing the Nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the student must come to the school to administer the Tylenol or aspirin directly. If a student needs to have an asthma inhaler with him or her at school, the student must provide the School Nurse with the order from his or her physician stating that the student needs to carry the inhaler. The order must also be signed by a parent or guardian, and the student must provide the nurse with a second inhaler that will be kept in the Nurse's office.

While the School Nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances.

First Aid Provision and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the School Nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each student's Health History Form, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

Head Injury & Concussion Policy

In order to effectively and consistently manage head injuries, Brooke Charter Schools has established protocols to prevent, train, manage and take appropriate return to activity decisions for all students involved in extracurricular athletic activities. Please consult Appendix for complete details on the school's Head Injury & Concussion Policy.

Education Services in Home or Hospital

Upon receipt of a physician's written order verifying that any Brooke student must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the director of student support for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

STUDENT RECORDS

Standardized Testing

As is required by the state, all students in grades three through ten participate in the mandated state standardized exams administered in the spring of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

Student Records

General

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of the Massachusetts Student Records Regulations (“Regulations”), detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment

A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the building principal.

Confidentiality

Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. Brooke Charter School also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Destruction of Records

Brooke commits to maintaining student records for a specific period of time following a student's graduation or transfer to a different school, after which said records will be destroyed.

Student temporary records (including student disciplinary and medical records) will be maintained for 5 years following a student's departure from Brooke. A parent or guardian can collect these records at any time during this period. At the end of 5 years following the student's departure, Brooke will destroy all temporary records.

Student permanent records (including academic and attendance information) will be maintained for up to 65 years following a student's departure from Brooke. A parent or guardian can request a copy of these records at any time during this period. At the end of 65 years following the student's departure, Brooke will destroy all permanent records.

Student & Family Directory Information

For the purpose of maintaining efficient contact with families and publicizing student and school accomplishments, Brooke Charter School has a practice of releasing directory information, consisting of any of the following: the student's name, address, telephone listing, date and place

of birth, dates of attendance, class, participation in recognized activities and sports, honors and awards, and post-graduation plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, the directory information will be released without further notice or consent.

Photographs, Video, Audio, Recorded Comments

For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Brooke Charter School has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/guardian may complete the "Photo/Video Use Opt-Out Form". Parents are given this form to complete at the time they enroll their child at Brooke. Absent receipt of this form, any of the above may be released without further notice or consent. Parents may change their preference at any time by requesting another form from their schools main office and updating their preference.

Access by Non-Custodial Parents

Massachusetts General Laws c. 71, §37H ("Section 37H") governs access to student records by a parent who does not have physical custody of a student. Generally, Section 37H requires a non-custodial parent seeking access to a student record to submit a written request and other documentation to the principal on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the Principal for detailed information regarding the procedures that must be followed under Section 37H.

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

NONDISCRIMINATION

Brooke Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to the school or in obtaining the advantages, privileges and access to the courses of study and extracurricular activities offered by the school on the basis of race, sex, color, creed, religion, ethnicity, national origin, ancestry, sexual orientation, gender identity or expression, mental or physical disability, age, ancestry, athletic performance, socio-economic status, housing status or homelessness, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by federal and state law, including MGL c. 71, §89(l); 603 CMR 1.06(1); MGL c. 76, § 5 and 603 CMR 26.00: Access to Equal Educational Opportunity.

STUDENTS WITH SPECIAL NEEDS

Brooke Charter School will ensure that all eligible students with disabilities receive a free and appropriate public education as defined by the Individuals with Disabilities Education Act of 2004 and No Child Left Behind Act of 2001 (Public Law 107-110). Parents/Guardians have the right to request a Special Education evaluation if they believe that their child has a disability and requires specialized instruction and/or related special education services. Parents should contact the Director of Student Support if they are requesting an evaluation or would like to learn more about the process. See "Parental Rights Under Special Education Laws" in [Appendix D on Page 61](#).

HARASSMENT

Brooke Charter School is committed to maintaining a school environment free of harassment based on race, sex, color, creed, religion, ethnicity, national origin, ancestry, sexual orientation, gender identity or expression, mental or physical disability, age, ancestry, athletic performance, socio-economic status, housing status or homelessness, special need, physical appearance, proficiency in the English language or a foreign language, or prior academic achievement. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Brooke Charter School requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition of Harassment

In General

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, sex, color, creed, religion, ethnicity, national origin, ancestry, sexual orientation, gender identity or expression, mental or physical disability, age, ancestry, athletic performance, socio-economic status, housing status or homelessness, special need, physical appearance, proficiency in the English language or a foreign language, or prior academic achievement.

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

Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education;

2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student;
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities; or
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Brooke Charter School.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

Grievance Procedure

Where To File A Complaint

Any student or employee who believes that the school has discriminated against or harassed her/him because of her/his race, sex, color, creed, religion, ethnicity, national origin, ancestry, sexual orientation, gender identity or expression, mental or physical disability, age, ancestry, athletic performance, socio-economic status, housing status or homelessness, special need, physical appearance, proficiency in the English language or a foreign language, or prior academic achievement in admission to, access to, treatment in, or employment in its schools, services, programs, activities, and extracurricular activities may file a complaint with the Director of Operations.. If the Director of Operations is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Principal. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

| Brooke Roslindale | Brooke Mattapan | Brooke East Boston | Brooke High School & 8 th Grade Academy |
|--|---|--|--|
| Director of Operations | Director of Operations | Director of Operations | Director of Operations |
| Principal | Principal | Principal | Principal |
| Brooke Roslindale 190 Cummins Highway Boston, MA 02131 617-325-7977 | Brooke Mattapan 150 American Legion Hwy. Boston, MA 02124 617-268-1006 | Brooke East Boston 94 Horace Street Boston, MA 02128 617-409-5150 | Brooke High School & 8 th Grade Academy 200 American Legion Hwy. Boston, MA 02124 617-874-5515 |

Complaints of harassment by peers

In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file

the complaint with the school's complaint manager (hereinafter referred to as "Building Complaint Manager"), who is the school's Dean of Students.

Complaints of discrimination based upon disability

A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap need or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available from the following individual:

Cristie McGrath
Director of Student Support
Brooke Charter School
190 Cummins Hwy., Boston, MA 02131
617-429-5786

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

Contents of Complaints and Timelines for Filing

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within five (5) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the school involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievants/respondents and witnesses will be maintained, to the extent consistent with the school's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Chairperson, Board of Trustees
Brooke Charter School
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint with the U.S. Department of Education through the following contact information:

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
Email: OCR.Boston@ed.gov

1. Within 180 calendar days of alleged discrimination of harassment, or
2. Within 60 calendar days of receiving notice of the school's final disposition on a complaint filed through the school, or
3. Within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. Instead of filing a complaint with the school.

HAZING

Massachusetts Anti-Hazing Law

MGL c. 269, Section 17. Hazing; organizing or participating; hazing defined.

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. *(Amended by 1987, 665.)*

MGL c. 269, Section 18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. *(Amended by 1987, 665.)*

MGL c. 269, Section 19. Copy of secs. 17--19; issuance to students and student groups, teams and organizations; report.

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. *(Amended by 1987, 665.)*

INFORMATION TECHNOLOGY (IT): APPROPRIATE USE POLICY

IT Appropriate Use: Policy Statement

Violations of the Appropriate Use Guidelines may result in the revocation of a student's access privileges to Information Technology (including, but not limited to, digital devices and services, computer equipment and software, and School-assigned emails) for a period of time up to one School year and other disciplinary action in accordance with the Brooke Charter School (the "School") Code of Conduct. It is expected that all students and families signing Appendix I: "Acknowledgement of Access to Handbook" are also confirming having read this Appropriate Use Policy (AUP).

Any student who utilizes the computer lab(s) or any digital equipment at the School, or provided by the School, must be aware of certain policies for use of the equipment and/or facilities. Procedures are in place for the protection of students and equipment. Students will be held accountable for any violation of the following policies in accordance with the Code of Conduct.

Students are only allowed to utilize the computers, School-assigned student emails, and the

information technology (IT) network to retrieve information and run specific software applications as directed by their instructor or School administrator. Students are not permitted to explore the configuration of the computer, operating system or network, run programs not on the menu, or attempt any activity not specifically authorized by their instructor or a School administrator.

Students and families are responsible for ensuring that any CDs, memory sticks, USB flash drives, or other forms of storage media that they bring in from outside the School or use on School-provided devices are virus free and do not contain any unauthorized or inappropriate files.

If appropriate for the student's grade level, the School may make Google Apps for Education available for use. Google Apps for Education is a suite of free, web-based programs that includes document creation, shared calendars, and collaboration tools. Students in using Google Apps for Education will also have access to School-assigned student email accounts.

The Internet

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Brooke Charter School offers Internet access to students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the school's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

Appropriate Use Guidelines

Students are required to comply with the following guidelines with respect to use of the School's technology, equipment, School-assigned emails, and digital services:

1. Any on-line communication should always be at the direction and with the supervision of an instructor or School administrator.
2. Never provide last name, address, telephone number, or School name online.
3. Never respond to, and always report to the instructor, School administrator or parent, any messages that make you feel uncomfortable or that are from an unknown origin.
4. Never send a photo of yourself or anyone else.
5. Never arrange a face-to-face meeting with someone you met on-line.
6. Never open attachments or files from unknown senders.
7. Always report to a teacher any inappropriate sites that you observe being accessed by another user or that you browse to accidentally.

Examples of prohibited conduct include, but are not limited, to the following:

1. Accessing, sending, creating or posting materials or communications that are:
 - a. Damaging to another person's reputation
 - b. Abusive
 - c. Obscene
 - d. Sexually oriented
 - e. Threatening or demeaning to another person

- f. Contrary to the School's policy on harassment or Code of Conduct
 - g. Harassing, or Bullying
 - h. Illegal
2. Using the network for financial gain or advertising.
 3. Posting or plagiarizing work created by another person without his/her consent.
 4. Posting anonymous or forging electronic mail messages.
 5. Attempting to read, alter, delete, or copy the electronic mail messages, documents, or files of other system users.
 6. Giving out personal information such as phone numbers, addresses, driver's license or social security numbers, bankcard or checking account information.
 7. Using the School's computer hardware or network for any illegal activity such as copying or downloading copyrighted software, music or images, or violation of copyright laws.
 8. Downloading, installing, or using games, music files, public domain, shareware or any other unauthorized program on any School computer or computer system.
 9. Purposely bringing on premises or infecting any School computer or network with a Virus, Trojan, or program designed to damage, alter, destroy or provide access to unauthorized data or information.
 10. Gaining access or attempting to access unauthorized or restricted network resources or the data and documents of another person.
 11. Using or attempting to use the password or account of another person or utilizing a computer while logged on under another user's account.
 12. Using the School's computers or network while access privileges have been suspended.
 13. Using the School's computer hardware, network, or Internet link in a manner that is inconsistent with an instructor's or administrator's directions and generally accepted network etiquette.
 14. Altering or attempting to alter the configuration of a computer, network electronics, the operating system, or any of the software.
 15. Attempting to vandalize, disconnect or disassemble any digital device, computer, network hardware, or related components.
 16. Any student who utilizes the computer lab(s) or any digital equipment at the School, or provided by the School, must be aware of certain policies for use of the equipment and/or facilities.
 17. Utilizing the computers and network to retrieve information or run software applications not assigned by an instructor or School administrator or inconsistent with School policy.
 18. Connecting to or installing any computer hardware, components, or software which is not School system property or in Brooke Charter School technology resources without prior approval of Brooke Charter School's IT Service Provider and School administrators.
 19. Bringing on premises any disk or storage device that contains a software application or utility that could be used to alter the configuration of the operating system or network equipment, scan or probe the network, or provide access to unauthorized areas or data.
 20. Downloading or accessing via e-mail or file sharing, any software or programs not specifically authorized by teacher or other authorized Brooke Charter School staff member.
 21. Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies.
 22. Possessing or accessing information on School property related to "Hacking", or altering, or bypassing network security or policies.
 23. Participating on message boards without direction from an instructor or administrator.

24. Students may use the School computer system only for legitimate educational purposes, which include class work and independent research that is similar to the subjects and content studied in School. Students shall not access entertainment sites, such as social networking sites or gaming sites, except for legitimate educational purposes under the supervision of a teacher or other professional.
25. All student use of the School network and Internet system or personal cell phones or other digital devices used by students while on campus is subject to the provisions of the School's Code of Conduct and related policies. Students may not share or post personal information about, or images of, any other student, staff member or employee without permission from that student, staff member or employee.
26. Students should follow the guidelines for searching that utilize safe search engines and technology.

Safety Issues

Use of the Internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the Massachusetts Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available in the on the Internet at www.ago.state.ma.us or can be provided by the school upon request.

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs;
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable;
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable; and
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on diskettes involved in the user's use of the school's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to the school's Internet and technology services is a privilege not a right. The school reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for

violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

Parental/Guardian Authorization of Use

Unless a parent/guardian of a Brooke student specifies otherwise to the Principal of the School, the parent/guardian agrees to the following:

1. Allowing their child to have access to Information Technology (including, but not limited to, digital devices and services, computer equipment and software, and School-assigned emails) the Internet, Google Apps for Education and Internet-based services through Brooke Charter School,
2. Understanding that Brooke Charter School cannot guarantee the appropriateness of information or material that their child may encounter on the Internet.
3. Shall not hold Brooke Charter School responsible for materials acquired on-line by their child, for violations of copyright restrictions, any costs incurred by their child, or negligent acts by their child while using the internet.

APPENDICES

The following appendices are included in the handbook to provide additional information to parents and guardians, and to satisfy Federal Title I requirements.

APPENDIX A: BROOKE CHARTER SCHOOL PARENT INVOLVEMENT POLICY

Objective

With the interest of student achievement in mind, the Schoolwide Plan Committee has developed the following Parent Involvement Policy. The goal of this policy is to provide parents with the information, resources, and opportunities necessary to support their students and to monitor their progress.

Development and Review

As a matter of policy, the Schoolwide Plan, this Parent Involvement Policy, and the Contract of Mutual Responsibilities will be reviewed in the Spring of each year by the Parent Involvement Committee, which will recommend revisions to the Schoolwide Plan Committee.

School Policy: Parental Input

At the beginning of each school year, the school will oversee the organization of a Parental Involvement Council. The council will be open to participation from all parents of children attending the school and will meet regularly. The council will provide parents with the opportunity to plan and participate in school-wide events as well as provide parents with the opportunity to provide input and feedback on important school policies.

Keeping Parents Informed and Involved

In order to ensure that parents have the information necessary to monitor the performance of their students, the school will take the following measures each year:

- Distribute a Student and Family Handbook to each newly enrolled family describing school policies and procedures in organized and detailed fashion, and annually providing an "Acknowledgement of Access to Handbook" form to all Brooke families to verify the availability and location of the Student and Family Handbook
- Conduct mandatory orientation sessions prior to the start of each school year for new students and their families. During these orientation sessions, a representative of the school will review the most important elements of the Student and Family Handbook with new families;
- Provide a regularly distributed progress report;
- Provide parents the opportunity to meet and confer with each of their child's teachers during parent conference sessions scheduled following the issuance of each of the report cards of the first two academic trimesters; and
- Provide parents with the telephone extensions and email addresses of each of their child's teachers and pledge that all telephone calls received by the school by the close of the school day will be returned within 24 hours.

School-Parent Compact

ALL new parents sign the Contract of Mutual Responsibilities in conjunction with a school representative. The compact will be reviewed each year in conjunction with the Parent Involvement Committee. See the enclosed contract within this Handbook for details.

Parents Right To Know

The Student and Family Handbook will include a section informing all parents that they have the right to request the following information on their child's teachers:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

APPENDIX B: BROOKE CHARTER SCHOOL TITLE I SCHOOLWIDE PLAN

BASIS FOR ELGIBILITY

As of this School Year,

- 77% of students at Brooke Charter Schools qualify as low-income.

PLAN REVIEW

Following the release of MCAS and/or PARCC data for each Brooke School campus, the school's Co-Directors lead a review of the Schoolwide Plan for the schools, with attention given to adapting the plan to reflect the needs and circumstances of each of the four campuses in the Brooke Charter School network.

OBJECTIVE

The mission of Brooke Charter School is to provide an academically rigorous education to students from the city of Boston which will prepare them to succeed in college. As such, the goal of the Brooke Schoolwide Plan is to help students make significant and measurable gains in academic achievement.

CONSOLIDATION OF FUNDS

As an independent local education agency (LEA) operating its own schoolwide plan, Brooke Charter School consolidates funds from federal entitlement grants into a schoolwide pool so that those funds can be allocated to meet the objectives of the schoolwide plan. The schoolwide pool is synonymous with the school's annual budget and draws on state tuition, federal entitlement grants, and private fundraising as its sources of income. All other revenues outlined in the budget have dictated corresponding expenditures (i.e. federal school nutrition revenues and expenditures, student fees, etc.). Brooke Charter School will allocate the full allocated FY17 grant amounts for Title I and Title IIA to the schoolwide pool.

COMPREHENSIVE ASSESSMENT (Means for Measuring Outcomes)

In order to measure gains in student achievement, we have identified two primary assessment components at Brooke School:

The first and most central assessment mechanisms are the MCAS and PARCC exams administered annually in each grade starting in third grade. As the only assessments available which are completely aligned with the state curriculum frameworks, MCAS and PARCC results serve a central function, and are therefore featured prominently in the school's accountability plan.

In addition, we rely heavily on the STEP Assessment to assess reading achievement in all grades, K-7, but particularly in the early elementary grades.

At the High School level (Grades 9-12) curriculum for core courses will be designed backward from AP and ACT benchmarks, with a particularly high bar for writing proficiency. Despite the fact that the SAT is the predominant college admission test in the Northeast, Brooke will use the ACT for two primary reasons: (1) the SAT is in flux and therefore hard to plan backwards from, and (2) the ACT has an existing and established set of interim assessments going back to 8th grade (ACT-Explore) and continuing through to 10th grade (ACT-PLAN) that can be used to determine ACT growth from year to year. Brooke will not plan backwards from MCAS or PARCC assessments.

ANTICIPATED MEASURABLE OUTCOMES

The success of the implementation of the Brooke Schoolwide Plan will be measured by the extent to which each school has met the annual academic achievement goals identified in its Accountability Plan.

PLAN COMPONENTS

A) Increased Time Devoted to Learning

Results from the first baseline administration of the Stanford 9 exams at Brooke Roslindale demonstrated that students, on average, enter Brooke School significantly below grade level in both mathematics and reading. Bringing students up to grade level and beyond will require several measures, but all of those will depend on a commitment by students, teachers, and parents alike to work hard.

Consequently, all campuses have instituted calendars with a longer school year than required by state law and a daily schedule which includes significantly more academic instructional time.

Grades K-7 (Monday, Tuesday, Thursday, Friday)

Roslindale: 7:45am – 4:00pm

Mattapan: 7:45am – 4:00pm

East Boston: 7:45am – 4:00pm

Grades K-7 (Wednesday)

Roslindale: 7:45am – 12:30pm

Mattapan: 7:45am – 12:30pm

East Boston: 7:45 a.m. – 12:30pm

Grades 8-12 (Monday)

8th Grade Academy: 9:45am – 4:00pm

Brooke High: 9:45am – 3:45pm

Grades 8-12 (Tuesday, Wednesday, Thursday, Friday)

8th Grade Academy: 7:45 a.m. – 4:00pm

Brooke High: 8:00am – 3:45pm

Brooke students in grades K-7 are dismissed at 12:30 p.m. every Wednesday, and students in grades 8-12 have a late arrival of 9:45 a.m. every Monday, in order to provide teachers with regular times to meet and conduct professional development activities.

B) Focus on Data

We rely heavily on the administration of regular internal benchmark tests, aligned with Brooke standards, Massachusetts state standards, and featuring previously released MCAS, PARCC, AP and ACT items in order to track student progress. The Principals, Assistant Principals, and Classroom Teachers meet in small teams regularly to analyze those assessment results and to create detailed tutoring plans for all students on the basis of those results.

Teachers in all grades track standards mastery through customized spreadsheets delineating the school's "power standards" in every subject at every grade level. Report cards and progress reports are in turn based on the rubric scores in these spreadsheets.

C) Identifying and Supporting Struggling Students

In order to ensure that students are learning to their full potential, we believe that teachers must employ a two-front approach. The first front involves providing masterful whole class instruction by developing a standards-based course of study and thoughtful and detailed lessons which serve that course of study. The second front is the act of following up that masterful instruction with targeted individual student support, based on detailed understanding of what each student knows and does not know.

“Second front” instruction takes place during the independent work segments of class time and during designated tutoring blocks. Whether it be during class time, or in the course of working with small tutoring groups, teachers provide individualized “second front” instruction by using formative and summative assessment data to make lists of areas of weaknesses for each individual student. Those lists are in turn used to provide an outline and agenda for providing targeted one-on-one assistance to each student.

Our ability to address the diverse learning needs of our student population rests on the skill, ability, and insight of our teachers. Brooke teachers structure their lessons to allow access by students with a variety of ability levels and skills. Regular class visits and consultations from the principals throughout the school year include a focus on meeting the varied learning needs of our students.

Students who exhibit chronic difficulty completing their homework assignments in satisfactory fashion are required to attend homework sessions after school until those students are able to improve their homework performance. During this after-school time, students who are struggling the most to meet the school’s homework standard are monitored closely by the supervising teacher, are instructed in how to manage their workload, are provided with tutoring as necessary, and are required to complete all assignments before being dismissed.

Students who exhibit chronic difficulty organizing materials are given organization check-in. During these brief weekly meetings, teachers provide students with assistance with organizing materials, color coding by subject, cleaning out backpacks, etc.

Students identified as homeless (either self-reporting, or through case management), will receive transportation support in cooperation with the sending district (if outside of Boston), as well as counseling support as necessary, uniform support, and/or free or reduced afterschool programming if requested by the family. Brooke staff will work cooperatively with case managers and/or social workers supporting the student and family.

D) Challenging Advanced Students

Because we do not track our classes on the basis of academic ability, it is important that we pay particular attention to challenging our most advanced students. In all grade levels, teachers monitor the reading level of every student and ensure that at all times, students are reading books at the appropriate reading level, and that all students are being challenged to the appropriate extent. In math classes, many teachers provide “challenge-work” to our most advanced students (work that is related to the concepts/skills being learned by the class as a whole but which further extends the relevant concept or an application.)

E) Attracting and Retaining High-Quality and Highly-Qualified Teachers

In order to ensure that the school is able to attract and retain teachers of the highest possible quality, the school is currently carrying out all of the following measures:

- Teachers are provided with extensive administrative support, particularly in the area of classroom and school-wide discipline, such that teachers are able to focus more on teaching and less on managing individual classroom behavior-management systems; and
- Teachers are provided with an extensive professional development program (details below).
- The principal closely monitors student achievement results and provides ongoing coaching to ensure that all students are making adequate progress.
- Teachers are required to comply with state and federal regulations pertaining to Massachusetts Tests for Educator Licensure and Sheltered English Immersion endorsement.

F) Professional Development

All of the professional development activities are both building-based and district-based. The schools schedule early release days on Wednesdays in order to schedule regular meetings and supplementary professional development activities.

The schools conduct four regular professional development activities, all-school-based, and all taking place on early-release Wednesdays:

- Video Analysis – each week teachers meet in small groups to view and discuss a teaching video of a colleague
- Lesson Study – our subject area departments engage in two cycles of Japanese “lesson study” each year, meeting to research, plan, teach, and critique a lesson on a pivotal standard within the curriculum;
- Peer Observation – our teachers conduct two cycles of peer observations and follow-up discussions in the first half of each school-year; and
- Benchmark Data Analysis and Standards Mastery Analysis – our teachers engage in a set of procedures surrounding benchmark data and standards mastery analysis and reflection (5-6 times per year).

G) Plan for Parent Involvement

School policies to facilitate parental involvement and delineating parental rights and responsibilities were developed by school founders in conjunction with school administrators and teachers. These policies are made available to parents in each school’s Student and Family Handbook, which is issued to all families at the beginning of each school year. The Brooke Schoolwide Plan will also be posted on the school’s website.

Parents are able to make recommendations for improving these through each school’s Parent Involvement Council or alternately by a direct request to the school principal. The Brooke Schoolwide Plan is presented each year for review to each school’s Parent Involvement Council.

Those policies requiring the greatest contributions from parents are also delineated in each school’s Contract of Mutual Responsibilities which all families are required to sign in conjunction with a representative of the school. The contract is reviewed and discussed in depth with parents at each school’s summer orientation sessions which are held prior to the start of each school year. Parents are able to recommend changes to the contract through each school’s Parent Involvement Council.

Among other things the contract delineates parents’ responsibilities for:

- Providing a quiet place for their child to complete nightly homework assignments;
- Checking their child’s homework planner nightly (where students are required to record their nightly assignments) and signing the planner to indicate that their child has completed those assignments;

- Reading with their child regularly;
- Attending parent conferences regularly;
- Maintaining regular communication with their child’s teacher or advisor; and
- Signing weekly progress reports.

Parent conferences are held at the close of each of the first two marking terms and are available to all parents. Parents of students who failed one or more of their major academic classes in any given term are notified individually that their attendance is requested at the conference session.

The only objective measure of the effectiveness of parent involvement is a measure of student achievement. However, because many other factors also impact student achievement, each school conducts annual year-end surveys to parents asking them to gauge the extent and effectiveness of their own involvement over the previous year. The School Principal, in conjunction with teachers, administrators, and the Parent Involvement Council conducts a year-end review of the extent and effectiveness of current parent involvement policies.

H) Coordination with Other Federal Programs

Federal Nutrition - Brooke Charter School provides free and reduced price lunch to students with federal support and under federal guidelines, as well as a school breakfast and afternoon snack program.

Teacher Quality – In addition to our other efforts to ensure teacher quality (described in Part II – Required Program Information), Brooke continues to operate a “master teacher program”, which was funded in part by federal support through the Federal Teacher Quality Entitlement Grant (Title II: Fund Code 140).

Safe and Drug Free Schools – Brooke does not receive funds under Safe and Drug Free Schools.

Special Education – Brooke Charter School provides extensive special education services, with federal support through the special education entitlement grants made available through the Massachusetts D.E.S.E.

APPENDIX C: TITLE I SUPPLEMENT NOT SUPPLANT POLICY

Federal regulations dictate that Title I funds may not take the place of—supplant—public education services that are to be provided to all students. Brooke Charter School uses Title I funds according to Schoolwide Program guidelines. Title I funds are used only to supplement and increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of our students.

APPENDIX D: PARENTAL RIGHTS UNDER SPECIAL EDUCATION LAWS

Parents have the right to obtain printed materials on rights of parents and guardians under federal and state Special Education laws.

Parents who refuse to provide the school with access to their private insurance do not relieve the school of its responsibility to provide all required services at no cost to the parent.

APPENDIX E: BROOKE CHARTER SCHOOL WELLNESS POLICY

Objective

Brooke Charter Schools is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is our policy that:

- All students will have opportunities, support, and encouragement to be physically active on a regular basis;
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*;
- We will participate in available federal school meal programs (including the School Breakfast Program and the National School Lunch Program);
- We will provide health education and physical education to foster lifelong habits of healthy eating and physical activity; and
- Parents and guardians will have the opportunity to provide input on all of the above through the network-wide Wellness Committee.

TO ACHIEVE THESE POLICY GOALS:

I. FAMILY AND COMMUNITY ENGAGEMENT

The Brooke Charter Schools Wellness Policy will be published each year in the Student and Family Handbook and on the Brooke Charter Schools website. The Policy will be subject to review by the Brooke Charter Schools Wellness Committee.

II. NUTRITIONAL QUALITY OF FOODS AND BEVERAGES SOLD AND SERVED ON CAMPUS

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; and
- Offer a variety of fruits and vegetables.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, Brooke Charter Schools will:

- Operate the School Breakfast Program;
- Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation; and
- Notify parents and students of the availability of the School Breakfast Program.

Free and Reduced-Priced Meals

Brooke Charter Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health in accordance with snack guidelines provided via the National School Lunch Program.

Sale of Individual Food and Beverage Items

Foods and beverages will not be sold individually or separately from the school lunch, breakfast, or snack programs (e.g., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, school stores, etc.) except in the instance of school-based fundraisers.

Sales of food for the purpose of fundraising at schools (e.g. a bake sale to raise money for a student trip) will be held *in moderation*, and with a focus on providing food that will both help raise money as well as be a healthy option for students. When it is known that the food being sold would not be considered a healthy option, every effort will be made to ensure the sale of this food is not done in a way that would compete with existing healthy food programs provided by the school (e.g.- breakfast, lunch, snack, etc.). The school will also make every effort to ensure that such fundraisers are appropriately spaced in terms of the school calendar to support students in making healthy choices. School-based Directors of Operations will have final approval for school-based fundraising events involving the sale of food in order to help them ensure their school complies with this Policy.

Food-Based Student Celebrations

There may be instances where the presence of non-healthy food options are allowed in schools to support the building of student culture during various school-based student celebrations (e.g.- pizza for a class after end of year testing, student birthday parties, etc.). Every effort will be made to ensure healthy options are available at such celebrations (e.g.- smoothies, fruit, etc.). In the event that celebrations would include unhealthy food items, every effort will be made to ensure that these events are appropriately spaced over the calendar year to ensure moderation of unhealthy food consumption (e.g.- grouping all student birthday celebrations into one celebration at the end of each month). School-based Directors of Operations will have final approval for school-based student celebrations involving food in order to help them ensure their school complies with this Policy.

III. NUTRITION AND PHYSICAL ACTIVITY PROMOTION AND FOOD MARKETING

Brooke Charter Schools will teach, encourage, and support students' healthy eating by providing health education as part of the physical education and/or character education curriculum. Health education topics will include:

- Equipping students with the knowledge and skills necessary to promote and protect their health;
- Promoting fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices; and
- Emphasizing caloric balance between food intake and energy expenditure (physical activity/exercise).

Food Marketing in Schools

Brooke Charter Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually.

IV. PHYSICAL ACTIVITY OPPORTUNITIES AND PHYSICAL EDUCATION

Curricular Programs

Elementary school students will:

- Engage in regular, moderate to vigorous physical activity through Physical Education and Dance classes, taught at least twice per week;
- Be provided with 20 minutes per day of supervised recess, preferably outdoors; during this time, schools will encourage moderate to vigorous physical activity, both verbally and through the provision of space and equipment;
- Learn a physical education curriculum through Physical Education classes.

Middle school students will:

- Have the opportunity to engage in regular, moderate to vigorous physical activity through Physical Education and Dance elective classes;
- Have the opportunity to learn a physical education curriculum through Physical Education classes.

Extracurricular Programs

Elementary and middle school students will:

- Have the opportunity to participate in extracurricular programs involving physical activity, such as intramural athletics or physical activity clubs; and
- Have the opportunity to engage in moderate to vigorous physical activity during after-school child care and enrichment programs; during this time, schools will encourage moderate to vigorous physical activity, both verbally and through the provision of space, equipment, and activities.

High school students will:

- Engage in regular, moderate to vigorous physical activity through team sports, per the mandatory sports participation graduation requirement.

V. Monitoring and Policy Review

Monitoring

Brooke Charter Schools' Co-Directors or their designee will ensure compliance with established nutrition and physical activity wellness policies. The Co-Directors or their designee will facilitate regular review of the Wellness Policy through the Brooke Charter Schools Wellness Committee, including evaluation.

APPENDIX F: SCHOOL NUTRITION PROGRAM CIVIL RIGHTS POLICY

I. NON-DISCRIMINATION STATEMENT

The following full-length or abbreviated Non-Discrimination Statement must be included on any Brooke Charter Schools (BCS) document that references the BCS School Nutrition Program, including the School Breakfast Program, the National School Lunch Program, or the Afterschool Snack Program. The full-length statement is required for the following materials: agency publications (handbooks, newsletters); agency website; print advertisements (flyers, posters); and meal benefit applications and letters.

The statement must be used with the exact language and format shown below; and the font size must be the same as the majority of the other text in the document.

A. Full-Length Statement

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

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

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

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

This institution is an equal opportunity provider."

B. Abbreviated Statement

"This institution is an equal opportunity provider."

II. CIVIL RIGHTS COMPLAINTS PROCEDURE

All BCS School Nutrition Program participants, potential participants, and members of the public alleging discrimination have the right to file a complaint within 180 days of the alleged discriminatory action. Discrimination occurs when an individual or group of individuals are:

- Delayed benefits or services
- Denied benefits or services
- Treated differently than others, to their disadvantage
- Given disparate treatment

Individuals or groups of individuals will never be discouraged from filing complaints or voicing allegations of discrimination.

Complaints may be written or verbal. Complaints may be filed anonymously or by a third party. Complaints may be filed with Brooke Charter Schools; with the Massachusetts Department of Elementary and Secondary Education; or with the Federal U.S. Department of Agriculture.

A. Filing a Complaint with BCS

Complaints may be filed with Brooke Charter Schools by contacting the BCS Civil Rights Coordinator, listed below. Confidentiality will be maintained in all instances, and complaints will be handled as expeditiously as possible.

Mark Loring, Chief Operating Officer
190 Cummins Highway
Roslindale, MA 02131
(617) 325-7977
mloring@ebrooke.org

When receiving a complaint, the Civil Rights Coordinator will utilize the following procedure:

1. Make every effort to collect the relevant information, including:
 - a. Name, address, and telephone number or other means of contacting the complainant,
 - b. The specific location and name of the State agency, local agency, or other subrecipient delivering the service or benefit,
 - c. The nature of the incident or action that led the complainant to feel discrimination was a factor, and an example of the method of administration that is having a disparate effect on the public, potential eligible persons, applicants, or participants,
 - d. The basis on which the complainant believes discrimination exists,
 - e. The names, telephone numbers, titles, and business or personal addresses of persons who may have knowledge of the alleged discriminatory action, and
 - f. The date(s) during which the alleged discriminatory actions occurred or, if continuing, the duration of such actions.
2. In the event of a verbal complaint, document the elements of the complaint in writing on behalf of the complainant.
3. Document the complaint in the Civil Rights Complaint Log.
4. Forward the complaint to the state or federal level, as appropriate (see guidance below).
5. Initiate a district level Alternate Dispute Resolution process, as appropriate (see guidance below).

Complaints filed with BCS which cite one of the seven Federal protected bases listed in Section B below will be forwarded to the USDA. Complaints filed with BCS which cite one of the four state protected bases listed in Section C below will be forwarded to the Massachusetts Department of Elementary and Secondary Education.

The BCS Civil Rights Coordinator will attempt to resolve all other civil rights complaints at the district level using Alternate Dispute Resolution (ADR), per USDA recommendation. ADR is the use of a neutral third party (usually a person acting as a facilitator) to resolve informally a complaint of discrimination through use of various techniques such as fact finding, mediation, peer panels, facilitation, ombudsman support, or conciliation.

If a complaint is not resolved at the district level, the Civil Rights Coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to the Massachusetts Department of Elementary and Secondary Education or the Federal USDA.

B. Filing a Complaint with the USDA

All civil rights complaints that cite Federal protected bases regarding race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA must be submitted directly through the USDA Food Nutrition Services (FNS).

Please follow the instructions below:

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

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

All civil rights complaint forms received at the Massachusetts Department of Elementary and Secondary Education will be logged and forwarded to the USDA.

C. Filing a Complaint with the Mass. Dept. of Elementary and Secondary Education

All other civil rights complaints that cite Commonwealth of Massachusetts (state) protected bases regarding homelessness, gender identity, sexual orientation, and religion ([M.G.L. c. 76, s. 5](#)) can be submitted to the Massachusetts Department of Elementary and Secondary Education (ESE) through ESE's Problem Resolution System Office:

Problem Resolution System Office
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906

Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
Fax: 781-338-3710
Email: compliance@doe.mass.edu

For individuals who do not write or speak English, or are not comfortable communicating in English, the Department will make appropriate arrangements.

For more information about the Department's Problem Resolution System please call 781-338-3700, 1-800-439-2370 (TTY: N.E.T. Relay), or visit the [Problem Resolution System page](#).

APPENDIX G: OFFER VERSUS SERVE POLICY

I. Meal Service

A. Offer Versus Serve

The Brooke Charter Schools (BCS) School Nutrition Program shall provide meal service to students using the USDA Offer Versus Serve (OVS) provision.

B. Reimbursable Meals

Meals shall only be counted as reimbursable meals and claimed for reimbursement if they completely fulfill the OVS requirements. Brooke Charter Schools shall not serve non-reimbursable meals; i.e., if a student refuses to a) take at least three meal components and/or b) take the required $\frac{1}{2}$ cup fruits/vegetables, then the meal will not be served. In accordance with USDA Offer Versus Serve Guidance, School Food Authorities have discretion in determining a policy for such situations.

II. Staff Training

All BCS employees who are involved with meal service, i.e. BCS School Nutrition Directors, Managers, and Staff, shall receive training on Offer Versus Serve prior to the beginning of each school year. Training topics must include, but are not limited to, the following:

- Understanding what constitutes a reimbursable meal
- Understanding the number of required meal components/food items for a reimbursable meal for both breakfast and lunch
- Understanding the Brooke Charter Schools policy concerning student refusal of meal components (per Section I.B of the BCS Offer Versus Serve Policy)

III. Student Awareness

Each Brooke Charter School campus shall post signage at the meal service line which explains Offer Versus Serve to students.

Each BCS School Nutrition Manager shall ensure that students attending his/her campus understand how to select a reimbursable meal under OVS.

APPENDIX H: BULLYING AND PREVENTION POLICY

I. LEADERSHIP & PROCESS

Priority Statement

At Brooke Charter School, students are held to the highest behavioral standards and we work to foster a positive and safe learning environment.

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

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the school is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

In June 2013, the Massachusetts anti-bullying law (MGL chapter 71, section 37O) was amended in order to extend protections to students who are bullied by a member of the school staff, who are defined to include but are not limited to an "educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional." Based on these amendments, all districts and schools, including Brooke Charter School, have updated their Bullying Prevention and Intervention Plans to reflect these changes.

Needs Assessment

In an analysis undertaken at the original Brooke School, the Dean of Students found five instances of bullying and cyber-bullying took place over the previous two years, but found that there were no identifiable patterns by grade level or gender or sexual identity on the part of target or aggressor among those instances. The Dean found further that each of those instances resulted in strong consequences for the aggressor (out-of-school suspension in all cases). In only one instance was there a repeat offense of bullying on the part of the aggressor.

Each year, the Dean of Students will file and monitor incidents of bullying (using the bullying incident report form in each case) in order to track outcomes under the plan.

At least once every four years beginning with 2015/16 school year, the school will administer survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will

annually report bullying incident data to the Department as required. Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist in determining school climate needs.

Plan Development and Input

The Principal is responsible for developing the Bullying Prevention Plan and ensuring that the Plan is updated as necessary. The draft of the Plan will be posted on the school's website, and parents will be notified via the Student and Family Handbook of the opportunity to provide input on the plan.

The Principal will be responsible for planning professional development for staff around bullying prevention, implementing the character education curriculum (including its bullying prevention components), amending student and staff handbooks, and ensuring that families are informed of the Plan and have the opportunity to provide input on the Plan.

Brooke Charter School recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, sex, color, creed, religion, ethnicity, national origin, ancestry, sexual orientation, gender identity or expression, mental or physical disability, age, ancestry, athletic performance, socio-economic status, housing status or homelessness, special need, physical appearance, proficiency in the English language or a foreign language, or prior academic achievement, or by association with a person who has or is perceived to have one or more of these characteristics. The school will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Bullying is unacceptable and hurts individuals and the community. Acts of bullying may include: teasing, name calling, taunting, making threats, spreading rumors, excluding someone from a group on purpose, physical or verbal altercations, and other consistent aggressive behaviors. If you feel like you are being bullied, make sure to bring the problem to your teacher, the Dean of Students, the Principal, or any other staff member. Know that this school is a safe place and the adult you speak to will help you solve the problem and protect you and your privacy. Bullying is serious and there are serious consequences.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Staff Training – Procedures

Each August, during pre-service orientation, staff will be trained in the following:

- An overview of the steps the Dean of Students will follow upon receipt of a report of bullying or retaliation, and
- Overview of our bullying prevention curriculum.

The Bullying Prevention Plan will also be printed in its entirety in the Staff Handbook.

All staff hired after the beginning of the school year will receive this training as part of their induction, unless they can show they have had the training in the last two years.

Ongoing Professional Development

Staff will receive ongoing professional development with a focus on the following areas:

1. Age-appropriate strategies to prevent bullying;

2. Age-appropriate strategies for immediate, effective interventions to stop bullying;
3. Information regarding the complex interaction and power differential that can take place between and amongst aggressor, target, and witness;
4. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying at school;
5. Information on the incidence and nature of cyber-bullying;
6. Internet safety issues as they relate to cyber-bullying; and
7. Ways to prevent and respond to bullying of students with disabilities (particularly those affecting social skills, like autism).

III. ACCESS TO RESOURCES AND SERVICES

Identifying resources

The school will make the school counselor available as necessary, to either or both the target and the aggressor in reactions to incidents of bullying. In the event that students require counseling in a language other than English, the school will arrange for counseling in the child's native language. In the event that the school is incapable of providing necessary services, the school's Director of Student Support will work with families to arrange for outside services.

The most important resource we have in creating a positive and healthy school climate is the development of strong relationships between students and the adults in our school. All of our efforts to develop and sustain a positive school climate are assets in this regard, including the maintenance of small "total-student-loads" for teachers, ensuring that classroom academic teachers are responsible for no more than thirty students and therefore have the capacity to develop strong relationships with each one.

For students on the autism spectrum, the IEP team will consider and specifically address the skills needed to avoid and respond to bullying, harassment, or teasing.

When an evaluation indicates a disability that affects social skills development, or when the student's disability makes him/her vulnerable to bullying, harassment or teasing, the IEP will be drafted to address the skills needed to avoid and respond to bullying, harassment, or teasing.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Specific bullying prevention approaches

The school's general approach to preventing bullying as reflected in the Bullying and Prevention Plan is incorporated into our character education program.

The bullying prevention elements in our curriculum are informed by research, which, among other things, emphasizes the following approaches:

- Knowing what to do when students witness an act of bullying, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber-safety;
- Enhancing student skills for engaging in healthy relationships and respectful communication; and
- Creating a safe and supportive school environment that is respectful of differences.

General Teaching Approaches

The following approaches are integral to establishing a safe and supportive school environment. These activities support our bullying intervention and prevention initiatives:

- Setting clear routines and clear behavioral expectations;
- Creating safe school and classroom environments for all students;
- Creating a positive and focused school culture;
- Developing positive adult relationships with students;
- Modeling appropriate behaviors and relationships for students; and
- Using the internet safely.

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

A1. Reporting Overview

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. All reports should be made or related to the Dean of Students. School staff members are required to transmit any reports directly to the Dean of Students. Reports can be made anonymously.

Information on reporting procedures will be made available each year to all students, families, and staff via the Staff Handbook and the Student and Family Handbook. Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

A2. Reporting by Staff

A staff member will report any bullying incidents immediately to the Dean of Students in addition to following all other customary disciplinary procedures.

A3. Reporting by Students, Parents, or Guardians, and Others

The school expects all members of the school community who witness an incident of bullying to report it to the Dean of Students. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

B. Responding to a Report of Bullying or Cyber-bullying or Retaliation

Before investigating, the Dean of Students will take steps to ensure safety of targets and witnesses.

Upon determining that an incident of bullying has taken place, the Dean of Students will notify parents of all involved parties as well as the Principal. Notice will be consistent with 603 CMR 49.00.

If the reported incident involves students from another school, the Principal will notify by telephone the Principal or designee of the other school(s) involved in the incident so that each school may take appropriate action.

If the Principal has reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the police. Notice will be consistent with the requirements of 603 CMR 49.00. If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, the Principal shall contact the police if he/she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

C. Investigation

The Dean of Students will investigate promptly all reports of bullying or retaliation and in doing so will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The Dean will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. To the extent possible, the Dean will maintain confidentiality during the process. The Dean will make a written record of the investigation.

D. Determinations and Responses to Bullying

The Dean of Students will make a determination based upon all the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Dean will take steps to ensure:

1. The target and/or reporter (if different from the target) is made to feel safe and is in no way restricted in participating in school or benefitting from school activities. As part of this process, the Dean will meet with the target and his/her family in order to assess the target's need and to ensure the successful restoration of the target's safety, including a possible counseling referral; and
2. The aggressor faces stiff disciplinary action and that the aggressor and the family of the aggressor are given access to additional educational resources (including possible counseling referral) and further understand that any repeated instance will meet with increasingly severe consequences.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA). All students will be provided with protection under the law and under this policy regardless of their legal status.

Within a reasonable period of time following the determination, the Dean will contact the target and/or reporter (if different from the target) to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Dean will work with appropriate school staff to implement them immediately.

The principal or their designee shall inform the parent or guardian of the target and the aggressor in incidents of bullying about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. Any parent wishing to file a claim/concern or seeking assistance outside of the school may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information will also be made available by the Principal and/or the Co-Director(s) of Brooke Charter School.

VI. COLLABORATION WITH FAMILIES

The school will post its character education standards on the school website.

Each year, the school will include its Bullying Prevention Plan in its Student and Family Handbook (in the family's languages of preference) and will post it on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

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

- (i) On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by 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
- (ii) At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, 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.

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

VIII. DEFINITIONS

Several of the following definitions are copied directly from MGL c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or staff member who engages in bullying, cyber-bullying, or retaliation.

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

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See MGL c. 71, § 37O for the legal definition of cyberbullying.

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

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to the school or in obtaining the advantages, privileges and access to the courses of study programs, activities, and extracurricular activities of the school on account of race, sex, color, creed, religion, ethnicity, national origin, ancestry, sexual orientation, gender identity or expression, mental or physical disability, age, ancestry, athletic performance, socio-economic status, housing status or homelessness, special need, proficiency in the English language or a foreign language, or prior academic achievement. Nothing in the Plan prevents the school or district 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.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under MGL c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDIX I: CONTRACT OF MUTUAL RESPONSIBILITIES

| PARENT | STUDENT | SCHOOL |
|--|--|---|
| <p>As a Brooke Charter School parent, I agree to:</p> <ol style="list-style-type: none"> 1. Make the school a safe and orderly environment by supporting the school as it enforces the school's code of conduct (as spelled out in the Student and Family Handbook), including policies regarding immediate conferences and the issuance of suspension. 2. Ensure that my child arrives at school before 7:45 A.M. and attends school regularly. I have read the attendance policy in the Student and Family Handbook and understand the school's policy regarding lateness, excused and unexcused absences, and annual absences in excess of 15 days. I understand that 3 tardy arrivals will be counted as 1 absence. 3. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the Student and Family Handbook. 4. Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend the following events at the school: August orientation, a fall open house, a minimum of two parent conferences, and any specifically requested conferences. 5. Check my child's homework assignments nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence. | <p>As a Brooke Charter School student, I agree to:</p> <ol style="list-style-type: none"> 1. Show <u>focus</u> by always working hard to achieve my personal best. 2. Show <u>integrity</u> by always trying to do the right thing. 3. Show <u>respect</u> for myself, other people in our school community, the property of others, and the learning environment. 4. Show <u>self-determination</u> by making choices about my behavior and accepting the consequences. 5. Show <u>teamwork</u> by caring for others. | <p>As a Brooke Charter School employee, I certify that the school agrees to:</p> <ol style="list-style-type: none"> 1. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous and that meets or exceeds the requirements of the Massachusetts Curriculum Frameworks. 2. Make the school a safe and orderly environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school. 3. Communicate regularly with parents regarding their child's behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents to the school. 4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis. 5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct as a means of holding students accountable for their behavior in school. |

APPENDIX J: SUBSTANCE USE PREVENTION POLICY

Objectives

1. Educate students about the dangers of substance use and abuse
2. Deter students from engaging in substance use in and outside of school
3. Provide appropriate school response and support when substance use and/or abuse occurs among Brooke Charter Schools students

Health and Substance Use Education

Brooke Charter Schools (BCS) has in place a health education and substance use prevention curriculum in grades 5-9 that includes a focus on ensuring that students are educated about the health dangers and risks related to substance use (9th grade is the highest currently enrolled grade at BCS). The curriculum draws materials from a variety of sources, including multiple sources listed on the National Registry of Evidence-based Programs and Practices (http://nrepp.samhsa.gov/01_landing.aspx).

Professional Services and Referrals

The Dean of Students at each BCS campus shall be the designated point person for (a) staff referrals of students who are identified as demonstrating early warning signs, and (b) support for those students.

Advisors in the high school and classroom teachers in grades 5-8 are the critical front-line staff and liaisons between students, parents, and administrators across BCS campuses. Middle school teachers and high school advisors each have total student loads of fewer than 30 students and are charged with knowing and supporting students and families. As the primary instructors of the health and substance abuse prevention curriculum, middle school teachers and high school advisors are in the best position to recognize early warning signs of substance use and/or abuse among their students and advisees.

Professional Development for Staff

All front-line staff (teachers and advisors in grades 5-9) will engage in professional development designed to help them effectively implement the health and substance use prevention curriculum at each grade level. That professional development will include a focus on recognizing early warning signs of substance use in teens, and the process for making referrals on that basis to the school's Dean of Students.

Substance Use Prohibition

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. BCS prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function. Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at school or participation in a school-sponsored activity may be subject to disciplinary action.

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to removal from school for a period of time up to expulsion by the Principal.

Policy Communication and Revision

This Substance Use Prevention Policy will be posted on the Brooke Charter Schools website and in the Student and Family Handbook. The Brooke Charter Schools Wellness Committee will review the Policy at least every three years to ensure ongoing alignment and the incorporation of best practices. Families will have an opportunity to participate in the Policy review process through the Wellness Committee.

Students will be informed on an annual basis of the Substance Use Prevention Policy via the Student and Family Handbook. Students will be engaged in the ongoing effort to develop and improve the Policy, via their participation on the Brooke Charter Schools Wellness Committee, including participation in the review and revision process that takes place once every three years.

All BCS staff members will be informed of the Policy via the Employee Guidelines, which staff are required to acknowledge annually.

Intervention, Treatment, Re-Integration, and Confidentiality

In the event that a BCS student is identified with a problem related to substance use, substance abuse, or addiction, the Dean of Students will work with the student's family to identify options for intervention and/or treatment through an external provider (resources listed in the following section). Students who take an extended absence from BCS for treatment for substance abuse or addiction will under no circumstances forfeit their seat at BCS as a result of that absence, and school staff will make every effort to support the student and his/her family to successfully reintegrate that student at BCS upon his/her return, by providing supplementary academic and social/emotional supports. In accordance with state and federal law, school staff will maintain strict confidentiality with individual student information related to substance use.

Resources Available to Brooke Charter Schools Students, Families, and Employees

- **The Massachusetts Substance Abuse Helpline**, 1-800-327-5050, www.helpline-online.com
- **Alcoholics Anonymous & Narcotics Anonymous**, 617-426-9444, www.aaboston.org, www.na.org
- **Talking to Your Kids about Marijuana, Mass Public Health Blog**, <https://blog.mass.gov/publichealth/substance-abuse-prevention-treatment-and-recovery/talking-to-your-kids-about-marijuana/>
- **Alcohol Use and Your Kids - Mass Public Health**, <http://www.mass.gov/eohhs/docs/dph/substance-abuse/7-ways-to-protect-teen-from-alcohol-drugs.pdf>
- **National Center on Safe Supportive Learning Environments**, <http://safesupportivelearning.ed.gov>
- **DEA Substance Use Awareness**, <http://www.getsmartaboutdrugs.com/>
- **Adolescent Substance Abuse Program (ASAP), Boston Children's Hospital**, 617-355-2727, www.childrenshospital.org
- **ALANON/ALATEEN - support group meetings available by town/community**, 1-888-425-2666, www.al-anon.org, www.ma-al-anon-alateen.org
- **SMART Recovery Family & Friends**, www.smartrecovery.org/resources/family.htm

APPENDIX K: PHYSICAL RESTRAINT POLICY

Section 1: Introduction and Purpose

In accordance with state law, Brooke Charter School has determined that physical restraint on a student will only be administered when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and if non-physical interventions would not be effective. The use of physical restraint shall not be used as a means of punishment, or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. When physical restraint is required, it is the goal of school personnel to prevent or minimize any harm to the student as a result of the use of physical restraint.

Only those staff members that have received **in-depth training** as described within this policy shall administer physical restraints. Brooke Charter School follows the regulations and reporting and documentation requirements of 603 CMR 46.00, which can be found in its entirety as an appendix to this policy document.

In compliance with Commonwealth of Massachusetts Regulations (603 CMR 46.00), Brooke Charter School ensures that every student attending our schools is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

Section 2: Definitions

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

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

4. **Physical escort** shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
5. **Physical restraint** shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
6. **Principal** shall mean the instructional leader of the school or his or her designee. In accordance with 603 CMR 46.02, the Brooke Charter School Board of Trustees designates the Principals of Brooke Charter School campuses as the instructional leaders of their respective schools, and the Dean of Students at each school shall serve as designee for purposes of 603 CMR 46.00.
7. **Prone restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
8. **Seclusion** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.
9. **Time-out** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Section 3: Prohibited Restraints

Brooke Charter School prohibits medication restraint, mechanical restraint, and seclusion. In addition, prone restraint is prohibited unless the staff member(s) administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3), the conditions set forth in Section 5 of this policy have been met, and, in the judgment of the trained staff member(s), such method is required to provide safety for the student or others present. Finally, any physical restraint administered in a manner inconsistent with 603 CMR 46.00 is prohibited.

Section 4: Use of Physical Restraint

Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Any physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Per 603 CMR 46.01(4), nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Section 5: Prohibitions on Use of a Physical Restraint (including Prone Restraint)

Physical restraint is an emergency procedure of last resort and shall not be used as a means of discipline or punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school or public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm. Physical restraint shall not be used when the student cannot be safely restrained due to medical reasons including, but not limited to, asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting. Physical restraint shall not be used as a standard response for any individual student (i.e., no written individual behavior plan or individualized education program may include use of physical restraint as a standard response to any behavior).

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

1. Staff member(s) administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff member(s), such method is required to provide safety for the student or others present;
2. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
3. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
4. There are no medical contraindications as documented by a licensed physician;
5. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
6. The program has obtained consent to use prone restraint in an emergency, and such use has been approved in writing by the principal; and,
7. The program has documented the above circumstances (1-5) in advance of the use of prone restraint and maintains the documentation.

Section 6: Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received in-depth training in accordance with the section below regarding staff training and with state law [603 CMR 46.04(2) and 603 CMR 46.04(3)].

Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury or harm. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below.

School personnel shall discontinue the restraint as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing. As noted in Section 5 of this policy, floor restraints, including prone restraints, are prohibited unless the school personnel administering the restraint has received in-depth training, in the judgment of the trained staff member, such method is required to provide safety for the student or others present, and the additional conditions detailed in Section 5 have been met.

Section 7: Duration & Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin temperature and color, and respiration. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm.

If, at any time during a physical restraint the student expresses or demonstrates significant physical distress, including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

All physical restraint must be terminated as soon as the student is no longer an immediate danger to self or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal or designee. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint. School personnel shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Section 8: Follow-up Procedures

After the release of a student from restraint, the school shall implement the follow-up procedures set forth below:

1. review the incident and restraint with the student to address the behavior that precipitated the restraint;
2. review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
3. consider whether any follow-up is appropriate for the students who witnessed the incident.

Section 9: Reporting & Reviewing Requirements

A. Verbal and Written Reports: School Personnel

School personnel shall report the use of any physical restraint. The school staff member who administers a physical restraint shall verbally inform the Dean of Students of the School of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the Dean of Students no later than the next working day after the restraint was administered. If the Dean of Students has administered the restraint, the Dean of Students shall prepare the report and submit it to the principal of the school. If the principal has administered the restraint, the principal shall prepare the report and submit it to the Co-Director(s) of Brooke Charter School. The principal or designee of the school shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Elementary and Secondary Education or the student's parent upon request.

B. Verbal and Written Reports: Parents/Guardians

The principal or designee shall verbally inform the student's parents or guardians of any physical restraint within 24 hours of the event, and shall send a written report within three school working days following the use of the physical restraint. The report shall be sent to an email address provided by the parent for communications about the student or by regular mail postmarked no later than three school working days following the use of the restraint. If the school customarily provides a parent of the student with school-related information in a language other than English, the

written restraint report shall be provided to the parent in that language. The principal or designee shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

C. Contents of the Reports

The written reports referenced above shall include the following information:

1. The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant.
2. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
3. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
4. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
5. Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

D. Weekly Review of Restraint Data

The principal or designee shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal or designee shall convene one or more review teams as the principal or designee deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

1. review and discussion of the written reports submitted pursuant to the prior sections, and any comments provided by the student and parent about such reports and the use of the restraints;
2. analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
3. consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
4. agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the Co-Director(s) of Brooke Charter School shall lead the review team's discussion. The principal or designee shall ensure that a record

of each individual student review is maintained and made available for review by the Department or the parent, upon request.

E. Administrative Review

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

F. Reporting of Injuries

All restraint-related injuries shall be reported to the Department of Elementary and Secondary Education (DESE). When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written reports required above to DESE postmarked no later than three school working days after the administration of the restraint. The program shall also send DESE a copy of the record of physical restraints maintained by the principal or designee for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the school of any required actions within 30 calendar days of receipt of the required written report(s).

Every Brooke school shall collect and annually report data to the Department of Elementary and Secondary Education regarding the use of physical restraints. Such data shall be reported in a manner and form directed by DESE.

Section 10: Policies, Procedures, & Training

A. Policies and Procedures

This document represents Brooke Charter School's written restraint prevention and behavior support policy and procedures consistent with state law (603 CMR 46.00). These policies and procedures will be reviewed annually, provided to all school staff, and made available to parents and guardians of enrolled students. This policy document will be augmented and supported through additional policies, procedures, training, and professional development regarding the following:

1. methods for preventing student violence, self-injurious behavior, and suicide including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;
2. methods for engaging parents and youth in discussions about restraint prevention and the use of restraint solely as an emergency procedures;
3. the school's alternatives to physical restraint and the method of physical restraint in emergency situations.
4. Procedures for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation.

B. Staff Training

All staff shall receiving training regarding the school's restraint prevention and behavior support policy and requirements when restraint is used. Each principal shall determine a time and method to provide all program staff with training regarding Brooke's restraint policy. Such training shall occur within the first month of each school year, and for employees hired after the school year begins, within a month of their employment.

Training shall including information on the following:

1. The role of the student, family, and staff in preventing restraint;
2. The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
3. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
4. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
5. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
6. Identification of program staff who have received in-depth training in the use of physical restraint pursuant to state law (603 CMR 46.03(3)i).

At the beginning of each school year, the principal of each public education program, or his/her designee, shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint, the content of which shall be in compliance with state law [603 CMR 46.04(4)]. The Department of Elementary and Secondary Education recommends that such training be at least sixteen (16) hours in length, with refresher training occurring annually thereafter.

Section 11: Complaint Procedures

A. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below.

B. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Co-Directors of the Brooke Schools. The student and/or his/her parent/guardian should submit this letter within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought. The Brooke School Co-Directors shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation they shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The

Co-Directors of Brooke School will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the directors shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

APPENDIX L: HEAD INJURIES & CONCUSSION PREVENTION AND MANAGEMENT PROTOCOL

Policy Statement

In order to effectively and consistently manage head injuries, the Brooke Charter School has established the following protocol to prevent, train, manage and take appropriate return to activity decisions for all students involved in extracurricular athletic activities.

This policy will be revised as needed and reviewed every two years by a team of school staff consisting of school nurses, school physicians, principals, physical education instructors, athletic directors, coaches, and school administrators, in consultation with the each school's health wellness advisory committee.

Brooke Charter School has been informed by the Massachusetts Department of Public Health (MDPH) that while these policies are not subject to MDPH review, they must be in accordance with MDPH regulations. Brooke Charter School will be submitting affirmation on our school letter head to MDPH documenting that we have complied with the regulatory requirement to develop appropriate head injury policies. We will update and submit this affirmation by September 30, 2013 and every two years thereafter.

Brooke Charter School has designated its principal to oversee the implementation of these policies and protocols governing the prevention and management of sports-related head injuries. In addition the Principal will be responsible for (1) supporting and enforcing the protocols, documentation, training, and reporting outlined in the policy; (2) supervising and reviewing that all documentation is in place; (3) reviewing, updating, and implementing policy every two years and including updates in annual training and student and parent handbooks.

LEGAL REF: M.G.L. c. 111, § 222 105; CMR 201.000

General Information

A concussion is a type of traumatic brain injury caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can literally cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain. These chemical changes make the brain more vulnerable to further injury. During this period of vulnerability the brain is more sensitive to any increased stress or injury, until it recovers. Therefore resting after a concussion and adhering to a progressive return to play program is critical.

Signs and symptoms of concussion include headache or a feeling of pressure in the head, confusion, irritability and other personality changes, sensitivity to light and noise, sleep disturbances, changes in taste and smell, numbness or tingling, nausea or vomiting, fatigue, dizziness, blurry or double vision, bloody nose or ears. Symptoms may occur within minutes or hours later. The following are danger signs and require immediate medical attention: one pupil larger than the other, drowsiness or an inability to wake up, a headache that gets worse and does not go away, weakness, numbness, or decreased coordination, repeated vomiting or nausea, slurred speech, convulsions or seizures, inability to recognize places or people, increased confusion, restlessness, or agitation, unusual behavior, and loss of consciousness (even if brief).

I: TRAINING PROGRAM (REFERENCE 105 CMR 201.007)

- A. The following persons annually shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health:
1. Coaches
 2. Athletic trainers
 3. Volunteers

4. School and team physicians
5. School nurses
6. Athletic Directors
7. Trainers
8. Parents of a student who participates in an extracurricular athletic activity
9. Students who participate in an extracurricular athletic activity

B. The required training applies to one school year and must be repeated for every subsequent year.

C. The Athletic Director and/or School Nurse shall maintain records of completion of annual training for all persons specified above through:

1. A certification of completion for any DPH department approved on-line course; or
2. A signed acknowledgement that the individual has read and understands the Department approved written materials or
3. Attendance roster from a session using DPH training

II: PRE-PARTICIPATION REQUIREMENTS FOR STUDENT ATHLETES AND PARENTS (REFERENCE 105 CMR 201.008)

- A. Documentation of a physical examination prior to a student's participation in extracurricular athletic activities will be reviewed by the school nurse for eligibility. A student athlete at Brooke Charter School cannot participate in an extracurricular sports activity if she/he has not had a physical examination within the last 13 months.
- B. Each year, Brooke Charter School shall provide current DPH approved training, written materials or a list and internet links for DPH approved on-line courses to all students who plan to participate in extracurricular athletic activities and their parents in advance of the student's participation.
- C. All students who plan to participate in extracurricular athletics activities and their parents shall satisfy the following pre-participation requirements.
 1. Each year, before the student begins practice or competition, the student and the parent shall:
 - a. Complete current DPH approved training regarding head injuries and concussions' in extracurricular athletic activities; and
 - b. Provide the school with a certificate of completion for any DPH approved on-line course or a signed acknowledgement that they have read and understand the written materials, unless they have attended a school sponsored training at which attendance is recorded.
 2. **Before the start of every sports season**, the student and the parent shall complete and submit a current *Pre-Participation Form*.
- D. Ongoing Requirements. If a student sustains a head injury or concussion during the season, but not while participating in an extracurricular athletic activity, the parent shall complete a *Report of Head Injury During Sports Season Form*, and submit it to the school nurse. The school nurse will share this information with the Athletic Director, Coach, and Athletic Trainer.

III: DOCUMENTATION AND REVIEW OF HEAD INJURY AND CONCUSSION HISTORY AND FORMS (REFERENCE 105 CMR 201.009)

- A. Brooke Charter School will ensure that all forms or information from all forms that are required for participation are completed and reviewed, and shall make arrangements for:
 - a. Timely review of all Pre-participation and Report of Head Injury Forms, by coaches so as to identify students who are at greater risk of repeated head injuries.
 - b. Timely review of all Pre-participation Forms which indicate a history of head injury and report of head injury forms by:

- i. the school nurse
 - ii. the school physician if appropriate
 - c. Timely review of accurate, updated information regarding each athlete who has reported a history of head injury during the sports season by:
 - i. the teams physician if any; and
 - ii. athletic Trainer if on staff
- B. Brooke Charter School may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

IV: EXCLUSION FROM PLAY (REFERENCE 105 CMR 201.010)

- A. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits any signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
- B. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization by a licensed professional (physician, NP in consultation with a physician, or neuropsychologist in coordination with the physician managing the student's recovery).
- C. The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach also must provide this information to the parent in writing, whether paper or electronic format, by the end of the next business day.
- D. The coach or his/her designee shall communicate, by the end of the next business day with the Athletic Director and school nurse that the student has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.
- E. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
 - a. The plan shall be developed by the student's teachers, the academic dean, and school nurse, certified athletic trainer if on staff, and neuropsychologist if on staff and involved, parent, members of the student support team as appropriate and in consultation with the student's physician.
 - b. The written plan shall include but not be limited to:
 - i. Physical and cognitive rest as appropriate;
 - ii. Graduated return to extracurricular activities and classroom studies as appropriate, including accommodations or modifications as needed;
 - iii. Estimated time intervals for resumption of activities;
 - iv. Frequency of assessments, as appropriate by the school nurse, school physician, team physician if on staff, certified athletic trainer if on staff, or neuropsychologist if available until full return to classroom activities and extracurricular activities are authorized; and
 - v. A plan for communication and coordination between and among school personnel and between the school, the parent, and the students primary care provider or the physician who made the diagnosis or who is managing the student's recovery.
 - c. The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

V: MEDICAL CLEARANCE AND AUTHORIZATION TO RETURN TO PLAY (REFERENCE 105 CMR 201.011)

Each student who is removed from play for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director a DPH Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

- a. Only the following individuals may authorize a student to return to play:
 1. A duly licensed physician;
 2. A duly licensed certified athletic trainer in consultation with a licensed physician;
 3. A duly licensed nurse practitioner in consultation with a licensed physician; or
 4. A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

- b. By September 2013, physicians, nurse practitioners, certified athletic trainers, and neuropsychologists providing medical clearance for return to play shall verify that they have received Department-approved training in post-traumatic head injury assessment and management or have received equivalent training as part of their licensure or continuing education.

VI: RESPONSIBILITIES OF THE COACHES, ATHLETIC DIRECTOR, AND ATHLETIC TRAINERS (REFERENCE 105 CMR 201.012 105; CMR 201.013; CMR 201.014)

Coaches, Athletic Directors, and Athletic Trainers of Brooke Charter School shall be responsible for:

- Completing annual training in the prevention and recognition of sports related head injury and the associated risks including second impact syndrome
- Participating in the review of head policy and procedures every two years
- Ensuring that the training requirements for staff, parents, volunteers, and students are met, recorded, and records maintained
- Verifying that all student athletes have a current physical examination on file prior to participating in extracurricular activities
- Ensuring that all students participating in extracurricular athletic activities have completed and submitted the required forms prior to participation each season (Pre-Participation Forms as well as Report of Head Injury Forms)
- Reviewing Pre-Participation forms and identifying athletes at greater risk for repeated head injuries
- Reinforcing that athletes are prohibited from engaging in unreasonably dangerous technique that endangers the health and safety of an athlete
- Teaching techniques to minimize sports-related head injury
- Identifying athletes with head injuries or suspected concussions that occur in practice or competition, removing them from play, and completing a Report of Head Injury Form
- Communicating promptly with parent of a student removed from play and with the school nurse
- Participating in graduated reentry planning and implementation for students diagnosed with a concussion
- Working in conjunction with the school nurse to prepare and submit an annual report to the MDPH indicating the number of head injury forms collected and the number of students who incur head injuries and suspected concussions during organized athletics for the school year

VII: RESPONSIBILITIES OF THE SCHOOL NURSE (REFERENCE 105 CMR 201.015)

The school nurse shall be responsible for:

- Completing annual training in the prevention and recognition of sports related head injury and the associated risks including second impact syndrome
- Participating in the development and biannual review of the policies and procedures required by 105 CMR 201.006 for the prevention and management of sports-related head injuries within the school
- Reviewing, or arranging for the school physician to review, completed Pre-participation forms that indicate a history of head injury and following up with parents, as needed prior to participation in extracurricular athletic activities
- Reviewing, or arranging for the school physician to review, Report of Head Injury Forms and following up with the coach and parent as needed
- Maintaining Pre-participation Forms & Report of Head Injury Forms

- Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss any necessary accommodations or modifications with respect to academics, course requirements, homework, testing, scheduling and other aspects of school activities consistent with a graduated reentry plan for return to full academic and extracurricular athletic activities after a head injury and revising the health care plan as needed
- Monitoring recuperating students with head injuries and collaborating with teachers and student support team to ensure that the graduated reentry plan for return to full academic and extracurricular athletic activities required by 105 CMR 201.010
- Providing ongoing educational materials on head injury and concussion to teacher, staff, students and families

VIII: RECORD MAINTENANCE (REFERENCE 105 CMR 201.016)

The school shall maintain the following records for three years or at a minimum until the student graduates:

- 1) Verifications of completion of annual training and receipt of materials;
- 2) Department Pre-participation Forms
- 3) Department Report of Head Injury Forms
- 4) Department Medical Clearance and Authorization Forms
- 5) Graduated reentry plans for return to full academic and extracurricular athletic activities

The school shall make these records available to the Department of Public Health and the Department of Elementary and Secondary Education, upon request or in connection with any inspection or program review.

IX: REPORTING (REFERENCE 105 CMR 201.017)

Starting school year 2011-2012, schools shall be responsible for maintaining and reporting annual statistics on a Department form or electronic format that at a minimum report:

- 1) The total number of Department Report of Head Injury Forms received by the school; and
- 2) The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular activities.

APPENDIX M: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Brooke Charter School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Brooke Charter School may disclose appropriately designated "directory information" without written consent, unless you have advised the Brooke Charter School to the contrary in accordance with Brooke Charter School procedures. The primary purpose of directory information is to allow Brooke Charter School to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Brooke Charter School to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Brooke Charter School in writing by August 15th of the current school year. Brooke Charter School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in

conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

APPENDIX N: ACKNOWLEDGEMENT OF ACCESS TO HANDBOOK

Brooke Charter School Student & Family Handbook: Acknowledgement of Access to Handbook

I, _____, parent/guardian of _____
[Parent/Guardian Name] [Student(s) Name(s)]
acknowledge that the Brooke Charter School Student and Family Handbook (hereafter, "the Handbook") is available in both hard copy format (upon my request) and electronic format at the following web address (<http://www.ebrooke.org/parents/parents/>). I further acknowledge that the Handbook contains important information regarding the school's policies and procedures, including, but not limited to, the student code of conduct, non-discrimination, anti-hazing, and bullying prevention policies, use of physical restraint, specialized instruction and special education services, attendance and schedule requirements, and family communication and parental involvement. I understand it is my responsibility as a parent/guardian of a Brooke Charter School student to obtain and read a copy of the Handbook, and to understand the rules, regulations, and procedures of the school contained therein. Should my child or I have any questions regarding the content of the Handbook, I can contact a member of the Brooke Charter School administration for further clarification at Brooke Roslindale: 617-325-7977 or 190 Cummins Hwy., Boston, MA 02131; Brooke Mattapan: 617-268-1006 or 150 American Legion Hwy., Boston, MA 02124; Brooke East Boston: 617-409-5150 or 94 Horace Street, Boston, MA 02128; Brooke High School & 8th Grade Academy: 617-874-5515 or 200 American Legion Hwy, Boston, MA 02124.

Please select from **ONE** of the following options to obtain a copy of the Student and Family Handbook.

OPTION 1 – HARD COPY

By signing below, I am requesting a hard-copy of the Student and Family Handbook be sent home with my child. I understand that if I do not receive a hard-copy of the handbook, it is my responsibility to obtain a copy of the Handbook at the Brooke Charter School Front Office at my child's school (Brooke Roslindale: 190 Cummins Hwy., Boston, MA 02131; Brooke Mattapan: 150 American Legion Hwy., Boston, MA 02124; Brooke East Boston: 94 Horace Street, Boston, MA 02128; Brooke High School & 8th Grade Academy: 200 American Legion Hwy, Boston, MA 02124). If my primary language is not English, I may request that the Handbook be translated or orally interpreted into the language identified below. I again acknowledge that it is my responsibility as a parent/guardian of a Brooke Charter School student to read and understand the rules, regulations, and procedures of the school contained within the Handbook.

Student Name

Parent/Guardian Name

Language (English if left blank)

Parent/Guardian Signature

Date

OPTION 2 – ELECTRONIC COPY

By signing below, I affirm that I have access to the Internet and will obtain an electronic copy of the Student and Family Handbook by visiting the following web address: (<http://www.ebrooke.org/parents/parents/>). I acknowledge that it is my responsibility as a parent/guardian of a Brooke Charter School student to obtain this electronic copy of the Handbook, and to understand the rules, regulations, and procedures of the school contained therein. Should I have any difficulty accessing the website or the electronic copy of the Handbook in my primary language, I understand it is my responsibility to visit my child's school to obtain a hard copy or seek translation or oral interpretation of the Handbook (Brooke Roslindale: 190 Cummins Hwy., Boston, MA 02131; Brooke Mattapan: 150 American Legion Hwy., Boston, MA 02124; Brooke East Boston: 94 Horace Street, Boston, MA 02128; Brooke High School & 8th Grade Academy: 200 American Legion Hwy, Boston, MA 02124).

Student Name

Parent/Guardian Name

Parent/Guardian Signature

Date

APPENDIX O: BROOKE CHARTER SCHOOL ROSLINDALE VISION AND POLICIES

BROOKE CHARTER SCHOOLS VISION FOR CULTURE OF ACHIEVEMENT:

At Brooke, a Culture of Achievement reflects our shared value of and belief in every student to reach objective and high academic performance goals. We believe academic achievement empowers our students to live choice-filled lives and enhances their ability to contribute to creating a just world. Achievement is fulfilling because the act of learning is fulfilling.

When a Culture of Achievement is present and thriving, it permeates the school. Every student knows that we see them as inherently capable and knows that they can achieve and become who they want to be in part because of who they already are. A culture of achievement draws on students' inherited wisdom and legacy of achievement, passed on to them by their families, ancestors and communities and ensures that students' identities are reflected in the curriculum. In a culture of achievement, educators support students in recognizing and building on their identities as sources of strength even as they work to grow and achieve in new ways.

When a Culture of Achievement is present and thriving, the expectation that everyone can and will achieve at high levels is explicit, regularly communicated and celebrated in public and group settings. Educators and students embrace a growth mindset and students are held to high expectations because educators know what they are capable of. Individual achievement and growth is strengthened by a supportive school community and strong partnerships with families that helps each student achieve more and grow more than they might otherwise have on their own. At Brooke, we aim to be a community of learners where all students reach their highest potential.

A Culture of Achievement as Anti-racist:

A culture of achievement serves to actively fight against the systemic racism targeted at our kids. Messages of Black intellectual inferiority are embedded in every aspect of our society. Building a strong culture of achievement within our schools is anti-racist because it is a direct rejection of this white supremacist message of the intellectual inferiority of Black people or people of color overall. In direct contrast to the messages that white society sends our children, a culture of achievement serves as a counter narrative, elevating what our students are inherently capable of and offering students the conditions, resources, affirmation and quality curriculum that ensures their achievement both individually and as a learning community. Additionally, academic achievement is a tool for self-empowerment and positions our students to have knowledge, skills and tools that they can use towards disrupting oppression. Academic achievement must be considered a birth right of our students.

Brooke Roslindale Charter School's Vision for Realizing our Culture of Achievement:

At Brooke Roslindale, we make intentional choices to create and foster a culture of achievement in which it is the expectation that all students can and will achieve. We recognize that our students are coming to us with different identities and backgrounds and varying beliefs in their ability to control their choices and outcomes. Furthermore, we recognize their identities have and will continue to be profoundly impacted by systemic racism. We as educators see it as our responsibility to help students process these challenges and develop an internal locus of control and an identity as achievers. In order to develop this culture of achievement, we first need to establish strong relationships that are founded in high expectations for behavior, academics and character and that demonstrate trust, care and respect for all aspects of individuals' identities. Through these relationships, we make it our mission to set rigorous academic goals for every student and to work urgently with them to achieve mastery.

We work to be defined as a community that is energized by growth, a community in which students identify as confident, high achievers.

How is our vision realized in the relationships that we build with our students?:

We invest in knowing our students both as people and as learners. Through the relationships that we build with them, we send them the clear message that we believe they are capable of amazing things and that they are in control of the choices they make that will longterm shape their identities. In order to continuously prove this to our students, we hold them all to high behavioral expectations. Through these expectations, we show them that we care about them and their futures.

These relationships take time and investment. They are not built through systems and are weakened by inconsistent expectations and excuses. They are developed through moments that teachers are choosing to be entirely present with their kids. Teachers leverage every moment to build these relationships. They do not see non-academic times as prep but see them as opportunities to develop stronger relationships with students. When optimized, these parts of the day will make students feel valued and cared for in our community. In order to achieve this goal, teachers need to ensure that they are prepared for teaching before the day begins so that they can spend all of these times building relationships. This is another habit that we as educators must have in order to achieve our vision.

How is this vision realized in whole class instruction?:

Teachers craft lessons that have a clear point and achievement goal. These points and goals demonstrate rigor and high expectations for all students. Every student can articulate these purposes throughout the lesson. By the end of the lesson, students have a clear sense of whether or not they have mastered the day's objectives.

In order to achieve this goal, all students are required and motivated to opt into all lessons at all times. As self-identified achievers, they know that they have the power to control their choices and in turn their level of learning in each lesson. Students who are actively participating are listening critically, contributing thoughtfully to the discussion, taking action when they are confused, and using group work and independent work times to learn more. Teachers who are working to achieve this vision are using cold calls, quick writes and partner talks to maximize learning time for all students. They hold every student accountable for speaking with confidence, sending the message that their words have power.

How is this vision realized in small groups and partner work?:

By strategically using group and partner work, teachers send the message to students that these are opportunities to learn from others. Students know that by working together they can find increased success on challenging tasks because everyone brings something helpful to the table.

In order to achieve this goal, teachers send the message to their students that they are using these times to collect data on what students know and to push the thinking of everyone. Circulation is used purposefully to gain a solid picture of students' understandings and content mastery. Teachers are mindful of the pacing of these times in order to maintain urgency and focus.

How is this vision realized in independent work and reading?:

Students know that independent work is yet another opportunity to master content and grow academically so they make choices that maximizes their productivity during these times. They are invested in making every second

count and are just as invested in it as they are in whole class instruction. As a result, they don't see it as a down time or as an opportunity to focus on non-academic matters. If students are bought into this vision, they are entirely focused on their work and/or genuinely engaged with their books. They are proud of what they accomplish during these times and know that this work is essential to their growth. They use these times to strengthen their identities as readers and self-driven individuals.

Teachers provide as much structure to this time as they do to whole class instruction. They send the clear message to students that they are prioritizing conferences and that those not in conferences should be actively engaged in their work at all times.

How is this vision realized in conferences?:

Students come to conferences knowing that they have content to grow on and feeling motivated to work really hard in order to master difficult material. Students walk away from conferences having learned something that they can apply independently in a variety of contexts.

In order to generate this buy-in, teachers need to plan conferences that are based on data and strategically designed to ensure steps towards mastery by the end of the conference. Teachers have the goal of challenging their students without overwhelming them. Teachers go into every conferencing block with a clear plan for both current content conferences and review conferences.

How is this vision realized in assessments?:

All students want to achieve high results but simply having this goal is not enough. Students need to firmly believe that their assessment scores are a direct result of the choices that they make at school each day and their buy-in to all pieces of the learning process. They know that good grades come from daily academic habits and not from short term cramming or hopefulness.

Students are excited to show what they know on assessments and are proud when assessment results show growth and mastery of the content. They are invested in their results even when the results are low because they know that their teachers are going to help them grow based on the data.

Students will only get excited to achieve on assessments when they have teachers who emulate that same excitement. Teachers trust in the assessments they are giving their students and know that the rigor bar is achievable. They are transparent with their students about achievement and don't shy away from difficult conversations about bad data whether it be due to effort or content confusions. They are committed to celebrating growth and content mastery with their students because they know that these celebrations will lead to increased student investment.

Brooke Roslindale Policies

As a school, it is our goal that our policies provide the scaffolding upon which our culture of achievement vision can flourish. We strive to implement policies to ensure the safety, care and academic success and growth of all of our scholars. Every year, we promise to conduct a full policy review to ensure that our policies (a) achieve the aforementioned goals (b) do not contribute to creating a marginalizing educational space for students and staff

(c) do not have embedded racial bias and (d) do not actively work against our commitment to being an anti-racist organization.

BROOKE ROSLINDALE TARDY POLICY

It is important to maximize all learning time throughout the day and to provide our kids with a consistent school routine. If kids are consistently arriving late to school or leaving early, they are missing out on important content or individualized support and not developing consistent routines and academic habits. For example, if a kid comes to school 2 or 3 days a week at 9am instead of 7:45, they are missing out on the same curriculum component each of these mornings. This missed time will have a critical impact on their learning throughout the year.

Below is the Tardy Notification that students will receive when they arrive to school after 7:45AM as well as the consequences associated with multiple tardies.

Tardy Notification

Student Name: _____ Date: _____

Number of Unexcused Tardies: _____

(Please note that every 3 Tardies equals 1 Absence.)

At the Brooke Charter School, we believe that learning time is sacred. When Scholars arrive late they disrupt learning time and miss out on valuable lessons. The scholar named above has not met our attendance expectations. Scholars are expected to be seated in class (or in the cafeteria for Grades K -2) by 7:45am. Any scholar who arrives in the front office after 7:45am is considered tardy. Please review the chart of escalating consequences below.

Parent/Guardian Signature: _____

***Please sign and return to the main office.**

TARDY CONSEQUENCES

Phase 1 (10+ Tardies) Parent/Guardian must meet with the Director of Operations after the 10th tardy.

Phase 2 (15 + Tardies) Phase 2 (15 + Tardies) Scholars will not be allowed to participate in any voluntary after school activities. This includes after school and any extra-curricular activities.

**The tardy count will reset at the end of each trimester.*

BROOKE ROSLINDALE SCHOOL WIDE CONSEQUENCES

We pride ourselves in being a school that upholds consistently high expectations for all of our students. We believe that these high expectations show care for our students and their futures. We want our students to know that every choice in life comes with a consequence (good or bad). With all consequences and behavior systems, we want our students to understand that mistakes are a part of learning and growing as a person. Our job as educators is to help our students navigate their choices and the emotions connected to them in order to develop a strong moral code and to determine healthy ways in which to interact with others.

The goals of our school wide consequences include:

1. Being a teaching tool that reinforces the importance of having integrity and treating others with respect.
2. Developing a school community in which all members feel safe, valued, cared for and known.
3. Helping students understand that there is a spectrum of choices that they can make and some carry more weight than others.
4. Providing an opportunity for scholars to reflect on and grow from their choices.
5. Furthering our work as an anti-racist organization.

In the 2020-2021 school year, we are moving to a new version of our school wide consequence system that will better achieve the aforementioned goals. Instead of Community Violations (K-5th) or Automatic Detentions (6th-7th), students will earn Community of Care Reflections (CCRs). Similar to Community Violations, Community of Care Reflections will:

- Be earned by students who make choices that demonstrate a lack of integrity or respect
- Be used as a teaching tool and taken very seriously by all members of our community
- Require students to reflect on the choices that they made that negatively impacted members of our community
- Require parent involvement especially in cases where students demonstrate a pattern for earning them throughout the year

In addition, Community of Care Reflections will:

- Not be given for talking in the hallway. We will be using classroom based consequences for this infraction.
- Require students to reflect on their choices and the impact of these choices on others and to take an action step to reestablish care in the community. This action step will logically connect to the choice that earned the CCR.

Other Important Details:

- Parents will be required to engage with teachers, deans and school leaders. Please see the attached CCR for more information about these engagement requirements.
 - Being mindful of parents' work schedules, we will now provide the option for video calls but do reserve the right to require parents to come for in-person meetings.
- 5 or more CCRs earned in one week may result in a 1 day suspension.

BROOKE ROSLINDALE LIFEWORK POLICY

Starting in kindergarten, we work to develop strong homework habits in all of our students. These habits not only support their ability to complete nightly homework but also work to develop habits of learning independently, managing one's time and having an internal locus of control. Our homework policies provide daily check-ins and monitoring so that students receive constant feedback on their work and habits. Partnering with parents is essential in this work and thus we prioritize regular communication between teachers and families especially when a pattern arises with lack of work completion or poor habits.

K-2nd Lifework:

Kindergarten scholars have lifework on Monday, Tuesday, Wednesday and Thursday nights. First and second grade scholars have lifework every night. Because of their age, they will need help from a parent on lifework every night. If scholars do not complete their lifework one day, they will earn a lifework violation that will be sent home by their classroom teachers. There are escalating consequences for earning lifework violations. If a scholar earns

6 lifework violations in a trimester, they will be required to attend lifework support after school each full day for one month. Families will need to pay standard elementary after school fee on those days.

Scholars with non-English speaking parents at home can participate in lifework support free of charge. Please contact your scholar's homeroom teacher to set up this service.

Scholars cannot do their lifework during elementary after school.

3rd-5th Lifework:

3rd, 4th and 5th grade scholars have lifework every night. They should be able to do their lifework independently. In these grade-levels scholars earn grades for their lifework each night. Grades are based on quality and completion. These homework averages will be included in all report cards sent home throughout the year.

Students cannot do their lifework during elementary after school.

6th-7th Lifework:

6th and 7th grade scholars have lifework every night. In these grade-levels, scholars earn grades for their lifework each night. Grades are based on quality and completion. Their homework averages will be included in all report cards sent home throughout the year. In these grade-levels, scholars earn Homework Detention if they do not turn in homework or turn in incomplete homework. Homework detention ends at 5pm on full days.

BROOKE ROSLINDALE STUDENT UNIFORM POLICY

We strongly believe that a school uniform promotes learning, nourishes a sense of equality, and contributes to a feeling of community. We only achieve these goals when we uphold the uniform policy consistently with all students. We also want to ensure that all students feel respected, cared for and valued with our uniform policy and that our policies support our commitment to being an anti-racist organization.

Clothing

- Navy blue polo shirt with school logo (long-sleeve or short-sleeve)

OR

- Navy blue short-sleeve t-shirt with school logo

AND

- Khaki-colored, navy blue, or black dress pants or shorts (at least fingertip length), straight leg or regular fit only. No flare, cargo, ~~skinny or wide-legged~~ pants or shorts are permitted. Cargo pants are pants/shorts that have pockets on the legs of the pants/shorts. Pants cannot have designs on them and must be plain khaki. Stretch pants or overly tight pants of any form are not permitted. Pants may not be worn below the top of the hips.
- In place of pants, students may wear a khaki, navy, or black skirt or skort, knee-length or longer, ~~or a khaki skirt~~. Students wearing skirts must wear shorts underneath. This is required because scholars learn together on the rug and are active during Physical Education, Dance and recess. Students may wear white, gray, navy, brown or black plain tights. Tights with patterns or other colors are not permitted. Jumpers are not permitted.

- Students may also wear a navy blue sweater, cardigan, or vest (no logos) or a navy blue sweatshirt with the school logo over their uniform shirt in colder weather. Students will not be able to wear coats during class. Students may not wear hooded sweaters or sweatshirts. We ask parents to write the initials of their child on the tags of sweater, and teachers will mark the tags of sweaters with initials if we notice that they are not marked. This is to prevent students from losing their sweaters.
- Students may wear white, gray, navy, brown, or black undershirts beneath their polo shirts. Bra straps shouldn't be visible.
- If students wear a belt, the belt must be brown or black. Students should not wear belts that they cannot undo independently, as this can lead to bathroom accidents.

Shoes

- Students may wear sneakers that are any combination of black and white with no other contrasting colors ~~black or white sneakers with absolutely no color or colored logos on them~~. Students may not wear shoes with wheels or lights and may not wear boots during the school day, although snow or rain boots can be worn to and from school. Students may not wear sandals.

When wearing pants or sweatpants (middle school only) that cover their socks, students may wear socks of any color. When wearing skirts or shorts, students must wear plain black, white, gray, brown or navy socks.

Physical Education and Dance Uniform

- Students in 6th-7th grades are required to wear our P.E. and Dance uniform on days when they have those co-curricular classes (two days per week). This uniform consists of navy blue gym shorts and/or navy blue sweatpants along with their uniform shirt. Those items can be purchased through J.B. Edward uniforms.

Headwear and Jewelry

- Once students arrive at their classrooms, the wearing of hats, bandanas, or wave caps is not permitted. Students are allowed to wear any hair accessories including but not limited to headbands and clips. Hats, hairnets, wave caps, durags and bonnets are not to be worn during the school day, except where mandated by religious requirements or with a medical note. Scarfs and cultural head wraps are permitted. Students may be asked to remove their hair accessories if they become a distraction to learning. If earrings are worn, they must be simple studs only (no large, hoop, or dangling earrings). Students can wear necklaces, bracelets, watches and rings. Any jewelry with the ability to connect to wifi or cell service are not permitted. Students may be asked to remove their jewelry if they become a distraction to learning. Jackets, overcoats, or any clothing tied around the waist or neck is not permitted. Students may wear their hair in braids but are not allowed to unravel their hair during the school day as this is a distraction to our learning environment. Students are permitted to wear their hair in any way that they choose.
- Students who are out of uniform will not be permitted to attend class and will remain in the Dean of Students' office until the student is in uniform. When possible, we will fix a student's uniform issue with permission from a parent. If the parent does not allow us to fix the issue, the students will remain in the office until a parent brings the correct uniform.

Bathroom Accidents

- Parents of kindergarten students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school, and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during our long school day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if

parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will not return to class until a change of clothes is brought into the school.

- Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to families.

Purchasing Uniforms

- School uniform shirts are available for purchase through the J.B. Pride uniform company. Families can call J.B. Pride at (617) 323-8832 or go to jbprideuniforms.com to order their uniforms. Please purchase your uniforms early because they often sell out in the weeks before school starts.

If you have any questions regarding the dress policies, please feel free to contact the school and speak to Jorge Martinez, the Dean of Students. He can be reached at 617-325-7977 ext. 596 or by email at jmartinez@ebrooke.org.

LATE PICK-POLICY

Dismissal on full days is at 4pm on full days and at 12:20pm on Wednesdays. If a student is picked up after 4:20pm on full days or 12:40pm on Wednesdays more than five times in one trimester, families will be charged \$1 per minute after 4:20pm or 12:40pm.

2020-2021 COVID ADDENDUM

Given current circumstances around schooling related to the COVID-19 pandemic, Brooke Charter School has instituted the following additions to the 2020-2021 Student and Family Handbook. These district-wide policies are designed to address the current health crisis as well as the realities of both hybrid and virtual learning. Where the language below conflicts with language in the 2020-2021 Student and Family Handbook, the language below supersedes the other document for this school year.

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 - Self Isolation for COVID-19 Positive Cases
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 - Community Requirements to Stay Home
 - Response if a Student is Symptomatic
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Online Classroom Expectations

All students are expected to be present and engaged for online learning. Being present and engaged includes but is not limited to:

- Logging into the zoom session a few minutes prior to the start of the class;
- Having your camera on;
- Ensuring that the student's accurate name is presented on the screen;
- Securing an area to zoom, as much as is possible, that is free of distractions;
- Securing an area to zoom that is a tabletop or desktop, when possible;
- Focusing on the session at hand and not engaging in additional forms of technology (texting, gaming, etc.);
- Mute screen unless it's a discussion, a question arises, or the teacher directs you not to; and
- Using the chat feature of zoom for only class related discussions and questions.
- Not eating meals during class sessions
- Sitting up and directly facing the camera

Zoom sessions are designed for the members of each class. Under no circumstance should you share a zoom link with a peer within the school or with someone outside of our community. Breaches of this expectation pose a safety risk to our community, and will be treated as such in accordance with our code of conduct.

Dress Policy

Students engaged in virtual learning are encouraged to wear school apparel, but it is not mandated. Students are not allowed to wear apparel that hinders identification including but not limited to: hats, hoods, masks, and sunglasses. In addition, students are not permitted to wear apparel with logos or wording that could be distracting or offensive. In-person dress code will be communicated on a school-by-school basis with any families that are participating in in-person learning.

Appropriate Virtual Technology Use

Brooke is dedicated to providing engaging and effective remote learning opportunities for our students. Prior to engaging in these virtual opportunities, the school seeks to clarify expectations around appropriate use of virtual technologies for educational opportunities.

1. Brooke strictly prohibits screenshots, pictures, audio/video recording and distribution of any virtual educational experience in order to protect student privacy, proactively prevent potential cyberbullying, prevent the distribution of copyrighted materials and comply with Massachusetts law. Please note that in Massachusetts, it is illegal to record another person through any medium without his or her knowledge.
2. Students, and where appropriate parents/guardians, agree to engage in virtual educational experiences in a quiet, private area to the extent practicable given the circumstances, in order to minimize background noise and distractions and to protect the integrity of student engagement as well as student confidentiality.
3. Parents/guardians and other household members who normally are not privy to day-to-day classroom and group service discussions agree to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students due to proximity to virtual education.

As a reminder, Brooke's Information Technology Acceptable Use Policy applies to virtual learning, including school-issued devices and networks. The full policy can be found as a part of the appendix of the whole Student and Family Handbook, but we would like to remind you that the policy includes the following statement:

"Any student who utilizes the computer lab(s) or any digital equipment at the School, or provided by the School, must be aware of certain policies for use of the equipment and/or facilities. Procedures are in place for the protection of students and equipment. Students will be held accountable for any violation of the following policies in accordance with the Code of Conduct".

Please note that all school-issued devices are privy to school supervision and are actively monitored by GoGuardian, a program designed to manage and direct the online behavior of students.

Brooke Electronic Device Sign-Out Policy

In order to access remote and/or hybrid learning, all Brooke students will be receiving either an iPad or a Chromebook. The school will assign the device (there is not a choice of one or the other). The devices must be well cared for and returned in a similar condition to which they were given. All devices will come with a charger, which will also need to be well cared for and returned. Devices will remain in the student's possession until the end of the year unless the school notifies families that they will need to be returned sooner. Families that lose a device or charger, or who repeatedly damage a device, can be charged for the cost of the equipment. Fees will be as follows:

- Damaged Device
 - 1st Time : No Charge
 - 2nd Time (or more) : \$120.00 for Chromebook / \$200.00 for iPad
- Lost Device
 - 1st Time (or more) : \$120.00 for Chromebook / \$200.00 for iPad
- Lost Charger
 - 1st Time (or more) : \$40.00 for Chromebook / \$40.00 for iPad

Families that may have difficulty with internet access should also reach out to their school as we may be able to provide support for this need as well.

Finally, if a student is having any technical issues with the Chromebook or iPad provided by Brooke, please reach out to your school's teacher and or the Director of Operations (exact process may differ by school). Brooke will only be able to provide technical support for the devices loaned by the school. If a student is using a personal laptop owned by their family, Brooke may not be able to provide support.

Student Schedules

Student schedules will be provided to students by their school and/or teachers. Remote schedules may vary and both families and students should ensure they have clarity on their school schedule to ensure they are on time and present for classes.

Parent Communication - PowerSchool Parent Portal

Last spring, prior to the outbreak of the virus, we launched an initiative to setup parents with their own access accounts on our attendance and grading platform, PowerSchool. These access accounts have become more important than ever in helping parents stay connected with their child's learning. Parents can use these accounts to view grades, attendance, and access report cards.

All returning Brooke families already have accounts. All new Brooke families will be receiving information to setup their accounts. If you are having any issues accessing your parent account, please reach out to your school's main office for support.

Attendance in a Remote Instructional Model

Despite being in a remote learning environment, attendance remains a critical component of student success. It is vital that students attend every live learning opportunity required of them. Attendance and participation will be a part of student grades for all grades (K-12). Attendance will be taken each day for all students, differentiating "remote" attendance versus "in-person" attendance.

Additionally in grades K-7, students will receive a daily comment and/or score for both engagement and work completion. Teachers will post these at the end of each day. Students and families can view these comments/scores through their child's PowerSchool parent portal.

Brooke has historically provided families with calls and/or texts at the beginning of the day to inform them if a student is absent. During remote learning, we may not be able to inform parents immediately if their student is not in attendance for a live online class each day. At minimum we *will* be reaching out to families at the end of each day to notify them if their child was absent from or tardy to any classes. Teachers, students and families will work together toward timeliness and presence.

Visitor Policy

In this unfortunate and temporary time, visitors will not be permitted at any Brooke campus. This is counter to our culture and our historical open door policy, but it is necessary for the safety and health of our students and staff. Family meetings are encouraged to occur over the phone, over Zoom, or in outdoor settings. Only in extenuating circumstances should meetings be held in-person in the building and they must be arranged in advance to ensure the health safety of our staff and students who are onsite.

Early Dismissal

Because it is our goal to limit the coming and going from school for students attending in-person, we ask all families to schedule appointments for students at the beginning or end of the day. Once a student has been dismissed from school, they will not be allowed to return until the next school day.

Health and Safety Procedures for In-Person Learning

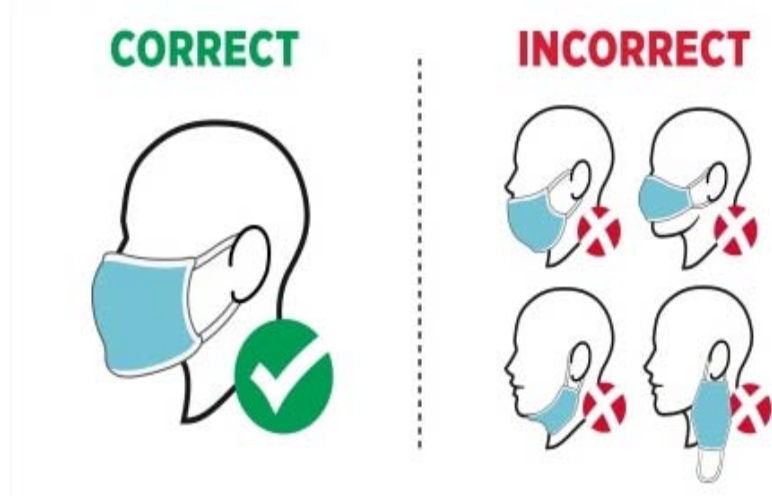
Some students and staff will be coming into the building to access some in-person learning. Students and staff alike will be required to engage in stringent health and safety procedures to ensure that the well-being of the larger community is preserved while in-person.

Daily At-Home Health Screenings

All students will be required to complete a health screening survey before arriving to school. The screening checklist has already been provided electronically to every family and can be provided again upon request. Families should follow the direction of the health screening checklist about whether or not their child is fit to come to school that day.

Entry Procedures

Students must wash or sanitize their hands upon entry to the school. Students must follow any designated paths for walkways and adhere to all guidance and procedures shared by the school staff to ensure social distancing and limiting contact between themselves and others. Students must have a mask on to enter the school building and must keep their mask on for the duration of the day. Masks must cover from under the chin to over the nose and must be fitted properly so that they are effective. Gaiters are not a substitute for masks.



Mask Wearing

Students will be permitted to remove their masks during designated mask-breaks as well as for eating and drinking; these opportunities may only be available when a student is at least 6+ feet distanced from another member of the community.

Should a student have difficulty adhering to the health and safety procedures, including the removal of their mask or difficulty maintaining 6 feet distance from other community members, a staff member will immediately engage with the student and remind them of the expectations. Should a student continue to have difficulty adhering to the community expectations, a school leader will meet with the student and the family. Should the student and/or family be unable to commit to the in-person health and safety recommendations, the student will engage in the remote instructional model.

Exceptions to mask wearing will only be made for students with specific medical needs or due to identified disabilities. All efforts will be made to provide alternative methods of protection (such as face shields) for these students whenever possible.

Handwashing/Sanitizing Requirements

Students will be required to wash or sanitize their hands upon entry to the building and before and after meals. Hand sanitizer is available in all classrooms and shared spaces in the building.

Protocol Response to Potential COVID-19 Scenarios

Testing, along with contact tracing and isolation, helps control the spread of COVID in Massachusetts. These protocols come directly from guidance from the state (based on guidance directly from the CDC) and recognize the following:

Self Isolation for COVID-19 Positive Cases

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 14 days. People who test positive can resume public activities after 14 days and once they have:

- Gone for 3 days without a fever (and without taking fever-reducing medications like Tylenol); and
- Experienced improvement in other symptoms (for example, their cough has gotten much better); and
- Received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).
- Repeat testing prior to return is not recommended.

Testing of Close Contacts

For general guidance, DPH defines close contact as:

- Being within less than 6 feet of COVID-19 case for at least 15 minutes. Close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case while the case was symptomatic or within the 48 hours before symptom onset, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.
- In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity.
- At Brooke, students will be organized into cohorts with assigned seating in all classes to best reduce the spread of COVID and properly utilize contact tracing as needed (in conjunction with our local department of public health).
- Families will receive communication in all situations where your child may have been exposed (based upon the criteria listed above) to an individual who has tested positive for COVID-19.

Community Requirements to Stay Home

These requirements have been determined per CDC and state guidance:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea

If a student has any of these symptoms, they must stay home and not report to school. They must also get a test for active COVID-19 infection prior to returning to school. MA has a list of active test sites here: <https://www.mass.gov/doc/ma-covid-19-testing-sites/download>.

- If a student is tested, and tests NEGATIVE, they may return to school once asymptomatic for 24 hours. Documentation of the negative test must be submitted to the school nurse prior to return to school.
- If a student is tested, and tests POSITIVE, they must remain home (except to get medical care) and follow self-isolation protocols listed prior.
- If a student is NOT TESTED, they must remain home in self-isolation for 14 days from symptom onset.

If a student has been tested for COVID-19 and their symptoms resolve, but they have not yet received the results of their COVID test, they must remain home until they receive the results.

Response if a Student is Symptomatic

- At home, they should stay home and get tested.
- On the bus or at school, they will, with adult supervision, remain masked and adhere to strict physical distancing. The student will then be met by the nurse or another designated school official at bus arrival and be taken to the nurse station for evaluation. If the nurse confirms the symptoms and identifies that the

student should go home, the student's family must pick them up as soon as possible. The student will not be allowed to take the bus or public transportation to get home.

- During the day, they will be picked up from their classroom by a nurse or another designated school official and be taken to the nurse station for evaluation. If the nurse confirms the symptoms and identifies that the student should go home, the student's family must pick them up as soon as possible. The student will not be allowed to take the bus or public transportation to get home. See *Dismissal When Student Presents with Possible COVID Symptoms* procedure.

Each campus will have a space identified for symptomatic students to wait in that is separate from the nurse's office. Students will wait there until they are picked up. Only the nurse or other staff with the appropriate PPE will be allowed into the space with the student.

If student is exposed to a COVID-19 positive individual:

- And they are at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.
- And they are at school when they learn they were in close contact with an individual who tested positive for COVID-19, they will remain masked for the remainder of the time they are at school and adhere to strict physical distancing. Brooke will notify families their child has been identified as a close contact. They will not be allowed to take the school bus or public transportation home. They should stay at home and be tested 4 or 5 days after their last exposure or self-isolate for 14 days.
- If a student is tested, and tests NEGATIVE, they may return to school once asymptomatic for 24 hours. If asymptomatic the entire time, they may return immediately after negative results. Documentation of the negative test must be submitted to the school nurse prior to return to school.
- If a student is tested, and tests POSITIVE, they must remain home (except to get medical care) and follow self-isolation protocols listed prior.
- If a student is NOT TESTED, they must remain home in self-isolation for 14 days from exposure.

Dismissal When Student Presents with Possible COVID Symptoms

Students found after evaluation by the school nurse to have symptoms that may be consistent with COVID will require dismissal from school. The school nurse will contact the guardian directly in this situation. If a student takes the school bus to school, they will not be permitted to take the school bus home and must be picked up by a guardian/designated guardian as soon as possible

The school nurse needs emergency information for every child. Parents/guardians should notify the nurse and/or office of any change in telephone numbers of the person to be called in an event of such an emergency.