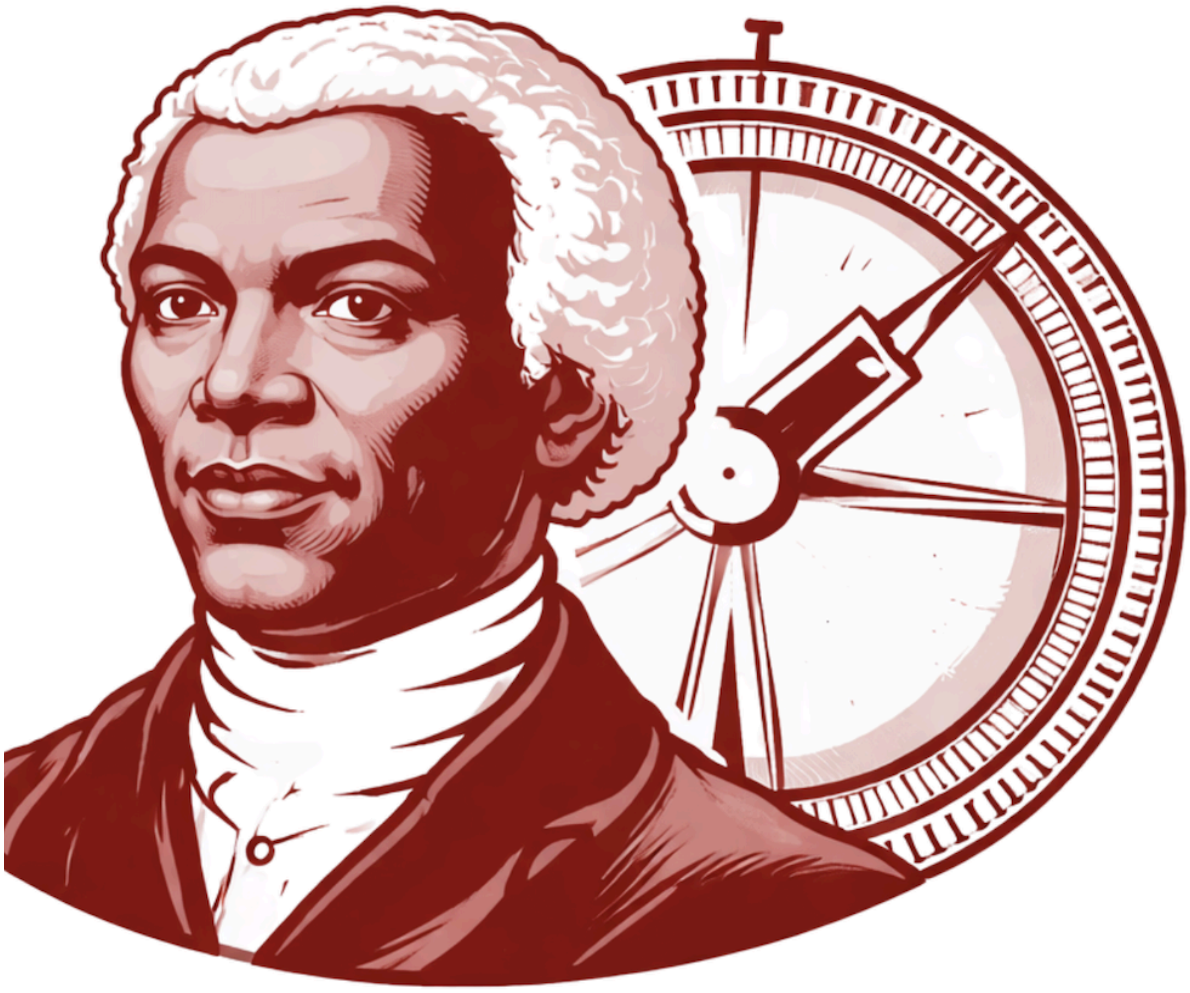
# BENJAMIN BANNEKER

## CHARTER PUBLIC SCHOOL

A K-6 SCIENCE TECHNOLOGY ENGINEERING & MATHEMATICS SCHOOL

**A Title I School**



# Student/Parent Handbook
# 2026-27

# Welcome
# Benjamin Banneker families:

We are thrilled that you have chosen to join the Benjamin Banneker Charter Public School family!

We are committed to the following principles:

- **Strive** to meet the needs of every learner academically, socially and emotionally.
- **Work** continuously to improve our teaching pedagogy to ensure an excellent academic experience for ALL students.
- **Believe** that ALL children can learn in an environment that challenges each student and celebrates academic success.
- **Dedicate** time and energy to create open lines of communication with parents/guardians, in an effort to engage them in meaningful discussions about their children.
- **Commit** to investing in our staff by fostering a positive learning environment that creates lifelong learners, and communicates the importance of education to ALL children and families.

The mission of the Banneker School is to engage our students in rich science, technology, engineering, and mathematics (STEM) activities across the curriculum.

We are committed to ensuring high-quality instruction and unique school experience.

**Benjamin Banneker Charter Public School Mission Statement**

*The Benjamin Banneker Charter Public School, a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving Cambridge and surrounding communities, is founded on the belief that all students are able to develop academic mastery, regardless of race, socioeconomic status, culture, home language, gender, or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrates language and fine arts into the standards-based STEM curricula and uses authentic data to monitor every student's growth and achievement.*

**Table of Contents**


**School Calendar** **7**
**Staff Directory** **8**
**Board of Trustees** **9**
Board Meeting Schedule 2026-2027 9
**Expectations for Parents** **11**
**School Hours** **11**
**School Closings/Bad Weather** **11**
**Afterschool – Banneker Extended Enrichment (BEE)** **11**
Parent Involvement Opportunities 11
Volunteering 12
Parent Meetings 12
Parent Conferences 12
**Attendance Policy** **12**
Notification of Absence: 13
Excused Absences 13
Excessive Absences 13
Unexcused Absences 13
Tardiness 13
Excused Tardy 13
Chronic Unexcused Tardy 13
Early Dismissal Requests 14
**Campus Safety** **14**
Visitors 14
Safety Drills 14
Solicitation 14
Phone Messaging System 15
Change of Address and Contact Information 15
Change of Student Name 15
Confidentiality 15
**Transportation** **15**
Bus Guidelines for Parents: 15
Bus Safety Rules for students 16
Consequences for Breaking Bus Rules 16
**Nutrition Program** **16**
Breakfast Program 16
Lunch Program 16
Candy/Junk Food 16
**Uniform Policy** **17**
Classroom Uniform Description 17

Physical Education Dress Code 17
Labeling Clothing 17
**Classroom Expectations** **18**
Classroom Conduct Expectations 18
**Anti-Bullying** **19**
Personal Property 19
Confiscated Electronic Devices 19
Curriculum 20
Homework Policy 20
Field Trips 20
**Retention** **20**
21
Parental Notification & Meeting 21
**Special Education** **22**
**English Language Learners** **22**
**Counseling Services** **22**
**Confidentiality** **23**
**Homeless/Foster Students** **23**
**Student Health & Medical Records** **24**
**School Nurse** **24**
Administration of Medication 24
**Life-Threatening Food Allergies** **25**
Accidents 25
**Enrollment and Admissions** **25**
Applications Requirements
26
Admission of Students 26
Assignment to Classrooms 26
Transfers 26
Waiting List 26
**Computer and School Network Use Policies** **26**
Computer EQUIPMENT and IT Policy 26
Part 1: Telecommunications and Other Mobile Devices 26
Part 2: Use of Equipment 27
Part 3: School Network, Internet, E-mail, and Social Media 27
**Privacy and School Network, Internet, and Email** **27**
Media 28
**Appendix A - Discipline Code & Guide** **30**
Behavioral Incident Reports (BIR) 30
Non Emergencies 30
Maintenance of orderly conduct: 31

Maintenance of the safety and welfare of all individuals: 31
Disciplinary Due Process: Suspension Hearings 32
Educational Services 36
**Harassment** **36**
**Search and Seizure** **38**
Discipline of Special Education Students 38
Discipline of Students Not Yet Eligible For Special Education 39
Section 504 40
Discipline of Students on 504 Plans 40
**Appendix B- Bullying Policy** **41**
Definitions 41
Prohibition Against Bullying, Cyber-Bullying and Retaliation 42
Prevention of Bullying, Cyber-Bullying, and Retaliation 43
Academic and Non-Academic Activities 43
Reporting Incidents of Bullying, Cyber-Bullying and Retaliation 43
Communication and Collaboration with Parents/Guardians 46
Training And Professional Development 46
Responding to a Report of Bullying by School Staff 47
**Appendix C- Restraint Policy** **49**
Overview 49
Procedures for the Use of Restraint 49
**General De-Escalation Guidelines** **50**
Proper Administration of Physical Restraint 50
Prohibitions on the Use of Physical Restraint 52
Alternative Interventions PRIOR to Physical Restraint 53
Methods for Engaging Parents 53
Ensuring Trained Staff Are Available: 54
Reporting Requirements When Physical Restraint is Used 54
Contents of the Written Report 55
Complaint Procedures Regarding the Use of Physical Restraint 55
**DEFINITIONS (603 CMR 46.02)** **56**
**Safety Memo(s)** **57**
**Appendix D – Parent Contract (Required)** **59**

## School Calendar



# Benjamin Banneker Charter Public School

School Year 2026 - 2027

Tentative Calendar

### August 2026

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

0 day

### September 2026

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

7 : Labor Day
10 : First Day of School
23: Half Day

17 days

### October 2026

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

12 : Indigenous Peoples Day
21: Half Day

21 days

### November 2026

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

11 : Veteran's Day
25 : Half Day
26 : Thanksgiving Holiday
27 : Thanksgiving Holiday

18 days

### December 2026

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

4 : End of First Trimester
11 : Half Day
18 : Half Day
21 - 1 : Winter Holiday Break

14 days

### Key

- First Day of School
- Half Day - Dismissal at 11:30 a.m.
- No School
- Last Day of School

### January 2027

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

1: Winter Holiday Break
18 : MLK Jr. Day
27 : Half Day

19 days

### February 2027

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

15 - 19 : February Break

15 days

### March 2027

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 19 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

12: End of Second Trimester
17: Half Day

23 days

### April 2027

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

19 - 23 : April Break

17 days

### May 2027

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

5: Half Day
31 : Memorial Day

20 days

### June 2027

| Su | M | T | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

4 : End of Third Trimester
18 : Juneteenth
25: Last Day/Half Day of School

21 days

## Staff Directory

| **Administrators** | | |
|---|---|---|
| **Executive Director** | **Dr. Sherley Bretous** | **207** |
| Director of Support Services | Ms. Martin- Steenburgh (Interim) and Ms. Marre- SPED Representative | 206 |
| Director of Technology | Ms. Aqid | 228 |
| Literacy Coach (Grade K1 – 2) | Ms. Martin-Steenburgh | 219 |
| Literacy Coach (Grade 3 -6) | Dr. Etienne | 220 |
| Math Coach (Grade K1-6) | Ms. Johnson | 238 |
| Science Coordinator | Ms. Williams | 247 |
| **Administrative Staff** | | |
| After School Coordinator | Ms. Brothers | 224 |
| Building Facilities/Manager | Mr. Rahim | 225 |
| Business Office | Mr. Costanza<br>Ms. Chicoma-Guzman | 210<br>204 |
| Nutrition Coordinator | Ms. Dunn | 211 |
| Receptionist/ Admin | Ms. St. Germain | 200 |
| School Nurse | Ms. Nyugen | 212 |
| Systems Administrator | Mr. Fisher | 208 |

**Teaching Faculty**

| **Grade/Teacher** |
|---|
| **Pre K:** |
| • Ms. Lanza<br>• Mr. Sterlin |
| **Kindergarten:** |
| • Ms. Evelyn<br>• Ms. Garner |
| • Ms. Danahy<br>• Ms. Williams |
| **First Grade:** |
| • Ms. Collins<br>• Ms. Bien-Aime |
| • Ms. Amador<br>• Ms. Whiteman |
| **Second Grade:** |
| • Ms. Similien<br>• Ms. Straker |
| • Ms. Dubose<br>• Ms. Fantasia |
| **Third Grade** |
| • Ms. Wilson<br>• Ms. Cooper |
| • Ms. Robbie<br>• Ms. McBryde |

| **Grade/Teacher** | **Specialists** |
|---|---|
| **Fourth Grade:** | |
| • Mr. Wilson<br>• Ms. Rouse | **Special Education Teachers**<br>• Ms. Cytto<br>• Ms. Piccininni<br>• Ms. Cappelloni |
| • Ms. Green<br>• Ms. Mason | |
| **Fifth Grade:** | Speech/Language Pathologist<br>• Ms. Reiss<br>School Counselor<br>• Ms. Azrin<br>ESL Teacher<br>• Ms. Marre |
| • Mr. Smith<br>• Ms. Weekes | |
| • Ms. Hester<br>• Ms. Beatty | |
| **Sixth Grade:** | |
| • Ms. Balan<br>• Mr. Carre | |
| • Ms. Wheeler<br>• Mr. Bodden | |
| | |

**Specialists**

- Librarian - Ms. Gordon
- Technology Coordinator - Ms. Hicks
- Art Facilitator - Ms. St Germain
- Physical Education - Mr. Best
- Music - Ms. Marino
- Math Intervention - Ms. Mark
- Science Support - Ms. Gonzales

## Board of Trustees

The Board of Trustees of BBCPS is charged with the overall governance of the school, ensuring that (a) the school is faithful to the terms of its charter; (b) the academic program is a success; (c) the organization is viable. Furthermore, the Board is responsible for establishing broad policy goals that align the operation of the school with its mission, providing fiduciary oversight of the school's operations, and supporting long-range strategic planning to ensure the school's future. Regular Board and Committee meetings are open to the public and are held virtually on scheduled Thursday evenings throughout the school year. All meetings are posted on the BBCPS website.

**Board of Trustees**

Lin Tucker- Chair of Board
Josiane Julmeus- Treasurer
Jill Minot-Seabrook
Rebecca Babbitt Chafe
Tony Clark
Carolyn Daley
Jenepher Gooding
Sherley Bretous- Ex Officio

### Board Meeting Schedule 2026-2027

Meetings are open to the public and are held monthly remotely as law allows beginning at 6:00pm

September 17, 2026 (remote)
October 29, 2026 (remote)
December 3, 2026 (remote)
January 21, 2027 (remote)
March 4, 2027 (remote)
April 8, 2027 (remote)
May 13, 2027 (remote)
June TBD

**Subject to change**
**All are welcome as meetings are open to the public**

## Expectations for Parents

We unite with parents in the knowledge that close relationships between families and school staff increase the potential for successful school experiences. We expect that parents and staff will:

- Attend parent-teacher conferences
- Respond to requests for communication
- Model civility (appropriate tone, language and behavior.)
- Ask questions of adults/corroborate information when there is a concern
- Share all information, that is relevant to the child's needs
- Take responsibility for overseeing homework and participating with projects as requested
- Take responsibility for the child's physical readiness for school, including coming to school on time and in uniform
- Keep informed, read Newsletters, Wednesday's Backpacks, and flyers
- Support your child's education by taking advantage of field trip opportunities recommended by the school.

## School Hours

The school day runs from 8:00am to 3:00pm. Students should **not** arrive at school before 7:15 am. Students should be picked up **promptly** at 3:00pm. Any delays please call the front desk at (617) 497-7771

## School Closings/Bad Weather

In the event of school closings, delayed openings, or unanticipated early dismissals, BBCPS will utilize its Auto-Call technology, family emails, social media and the local media to inform families about the status of school on that particular day. In addition, local television stations will announce school closings or delayed openings due to snow, a power outage or other problems. Please look for a closing or delay notice that specifically references the school name, Benjamin Banneker Charter Public School. BBCPS is its own school district. If Somerville or Cambridge Public Schools are closed, this does not necessarily mean that we will close. Only under extreme circumstances does school close once students have arrived. If an early closing should occur, parents/guardians are expected to pick up their children as soon as possible. Like all other closings, these emergency dismissals are announced. Decisions on school closing because of weather conditions or other emergencies are made by the Executive Director prior to 6:00 am on the day school will be closed. This will be announced on the TV stations listed below. The message will appear as "Benjamin Banneker Charter Public School". In addition, the automated School Messenger System will leave a voice message on the number listed in the school system so it is important that the school always has your up-to-date contact information.

WBZ TV Ch. 4 WCVB TV Ch. 5 WHDH TV Ch. 7

### Afterschool – Banneker Extended Enrichment (BEE)

The Banneker Extended Enrichment operates Monday through Friday, from the end of the school day until 6:00 p.m. It does not operate on half-days, holidays or school breaks (see calendar). Parents need to pick up their children; there is no transportation from the BEE program.

Admissions are accepted on a first-come, first-served basis. If no spaces are available, there is a waiting list.

### Parent Involvement Opportunities

- Attend monthly parent meetings
- Read the weekly "Wednesday Backpack"

- Ask your child about her/his school day
- Check completed homework assignments
- Attend school events (chaperone field trips)
- Attend one of our monthly Board meetings

## Volunteering

We welcome parents and others to work with the school as volunteers. Classroom teaching staff and specialists will communicate with parents about their needs and wishes for support. All volunteers must be approved by the Executive Director in advance of the scheduled activity.

### Parent Right To Know

All BBCPS families have the right to request information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

● 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 provision status through which state qualification or licensing criteria have been waived.

● The 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.

● Timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet highly qualified requirements.

## Parent Meetings

In addition to our monthly meetings, BBCPS hosts an annual fall meeting, inviting and encouraging all parents to attend. This meeting informs parents about BBCPS's participation in Title I, explaining its requirements and their rights to be involved.

Our monthly meetings bring together a diverse and representative group of parents and caregivers who are dedicated to the school's mission and continuous improvement. Parent involvement is central to BBCPS, and these meetings serve as a key platform for parents and caregivers to voice concerns, share interests, and propose solutions to the school administration.

These meetings also foster collaboration between families, the school, and the broader community. They help strengthen partnerships between home and school while connecting parents/guardians within the BBCPS community. The goal is to leverage community resources so that all adults can support students in their academic, personal, social, and emotional growth.

Additionally, Special Education Parent Advisory Council (SEPAC) meetings are held alongside our regular parent meetings. These meetings provide a forum for parents, educators, and other stakeholders to discuss and share information about children with disabilities.

## Parent Agreement (see page 46)

Please return the signed form to your child/ren homeroom teacher on or before November 15, 2026.

## Parent Conferences

Conferences with teachers and/or the Executive Director can be arranged by appointment only. Teachers are not permitted to confer with a parent or visitor while responsible for a class of children. Parents that wish to meet with the teacher, should send a written request to the teacher, or telephone the front office for an appointment.

If a parent will not be able to keep a scheduled appointment, we ask that they please call the school so that the teacher can make other plans for that time.

The dates listed on the school calendar have been scheduled for parent-teacher conferences. Teachers will make appointments with parents to discuss report cards.

## Attendance Policy

General Expectations: Students are expected to be present at school on all calendar school days. Massachusetts General Laws Chapter 76, Section 1 requires that "every child between maximum and minimum ages…attend school during the number of days required by the Board of Education. Being at school regularly is crucial for all students' academic success.

Attendance is key to academic success and students are expected to be on time every day. In order to achieve our goals and actualize our mission, students must attend school daily. Regular and timely attendance is essential for a student's academic success. All students are expected to be in school by 8:00am. Parents are requested to call the school as soon as possible when a student will be tardy or absent. Phone calls are requested for safety and security reasons; they do not excuse students.

Instruction begins at 8:00am and parents should make sure students are on time. Students are marked late if they are not in class by 8:00am. It interrupts teaching and learning when a child arrives late to school. Moreover, it gets in the way of your child's achievement. A student that is 10 minutes late everyday misses 1,800 minutes of instruction a year.

## Notification of Absence

Parents are requested to call the school (617-497-7771) and leave a message that their child/ren is going to be absent. A written note should be presented to the teacher when the child/ren returns to school from an absence.

Unexplained absences are treated as unexcused absences, which the state deems as truant. Our school messaging system will call a parent or guardian who hasn't called in to report their child's absence.

### Excused Absences

Students are excused from school for the following reasons: illness, bereavement for a family member, religious observance, or a medical/legal appointment that cannot be rescheduled. Absences and tardiness for any other reason will generally not be excused.

### Excessive Absences

When a student is absent three or more unexcused absences in a given quarter, the classroom teacher will notify the Executive Director. The Executive Director or his/her designee will send a letter home. If unexcused absences continue, a parent, teacher, and Executive Director meeting will be scheduled. In

addition, the student may be in danger of not passing or being promoted to the next grade. All schools have an obligation to make a report with the Department of Social Services.

### Unexcused Absences

If a child is absent and there is no communication from the parent, the child is marked as truant. This information is reported to the state three times a year in a state-mandated SIMS report. Parents must call or send in a note, if they do not want their child marked as truant.

### Tardiness

Students are tardy if they are not in the classroom by 8:00 am, except if their bus is late. After 8:00 am all students must sign in at the front desk. It is imperative that students are on time to school. Parents are requested to call the school (617-497-7771) and leave a message if their child is going to be late.

#### Excused Tardy

Student tardiness is excused for the following reasons: school bus lateness, illness, bereavement for a family member, religious observance, or a medical/legal appointment that cannot be rescheduled. Tardiness for any other reason will generally not be excused.

#### Chronic Unexcused Tardy

Students who have three or more unexcused tardiness in a given quarter will have a letter sent home to the parent with a section for the parent to respond, sign, and schedule a meeting with the Executive Director or his/her designee. The signed form needs to be returned to the school the following day. Chronic lateness may result in lower grades or failure in the subject most impacted by the tardiness.

## Early Dismissal Requests

Please make every effort to adhere to regular dismissal times. Requests for students to be **regularly** dismissed at an earlier time will not be honored. (Exception: religious instructions.)

If, for any reason, a child needs to be excused from school before the regular dismissal time on one specific day, only an adult on file as an **authorized adult** will be permitted to remove the child from school. We fervently request that such requests be kept to a minimum. Students leaving the room when the teacher is giving homework assignments and closing the day can be disruptive.

Our staff may release a child **during the school day** only to a person authorized by the parents/guardians. In other words, **staff will not release** a child to someone who does not have the parents' written permission to take the child from school.

We ask the parents to please help us extend this protection to your child by providing the school with names and telephone numbers of the persons who have your permission to take your child from school and update it as your family situation changes. You can do this by completing the Student Authorization Form kept on file. These forms are only good for the current school year and need to be completed yearly.

## Campus Safety

### Visitors

Visitors must use the front door and report to the front desk when entering the school building. All visitors must obtain a visitor's pass and have it visible at all times when traveling through the building. Children in the company of adults must be appropriately supervised.

During the first week or partial week of school, parents may accompany their children to the classroom. After the first week, all guests will be required to report to the front desk prior to traveling throughout the building.

These policies are in place to assure your child's safety and for the safety of others.

### Safety Drills

In order to make sure that your children will be safe during a fire or other emergencies, we conduct a number of drills throughout the year**.** Each year we have a minimum of (5) five whole-school practice drills during the school year. The Cambridge City Fire and Police Departments coordinate the school safety program.

### Solicitation

Our regulations prohibit solicitation (anyone selling merchandise or other or enrolling school members) during school hours on school grounds. NO individual staff or students may request for membership in, contributions to, or purchases in support of any charitable organization or association, which has not been approved in advance by the Executive Director as a school fund-raising activity.

### Phone Messaging System

It is crucial that the school has updated home phone numbers and emails. In order to go green, the school handles most communications through the messaging system. Parents will miss vital information if the school does not have updated phone numbers and emails.

### Change of Address and Contact Information

The school must be notified immediately when a change of address or a change of telephone number occurs, so that school records are up to date. Parents/guardians should call the office or send a note with their child, or email the changes to mstgermain@banneker.org.

### Change of Student Name

When a child's legal name is to be changed, a court order showing the change must be submitted to the school for necessary recording and for a revision of the students records.

### Confidentiality

Laws involving privacy and confidentiality prohibit us from sharing names, addresses and telephone numbers including those of other parents.

If parents would like to share their information with other parents, they can reach out to their child's classroom teachers.

### Transportation

The school provides transportation from Boston, Cambridge, and North of Boston. Routes for the buses are sent out before school starts.

All Banneker buses are fully equipped with video cameras. The video will run from the time the first child steps on the bus until the last child leaves the bus.

## Bus Guidelines for Parents

1. Changes: It is important that parents inform the school immediately if the bus stop is different than what is listed. Please email (Mstgermain@banneker.org), call or fax (617-497-4223) information to the school.

2. Be on Time: Parents/Guardians are expected to be at the stops 10 minutes before the scheduled pick-up/drop-off time.

3. Behavior Matters: There is a Zero Tolerance Behavior Policy on the buses. Three (3) behavioral write-ups will constitute an immediate three (3) day bus suspension. More information will be provided at the first parent meeting in August.

4. No Changes after 2:00 p.m: While the school understands that emergencies arise, we will no longer permit bus changes in the afternoon after 2:00 p.m. All changes to bus routes must occur before this time or they will not be allowed.

5. Keep Info Up to date: Parents should inform the school immediately if there are changes to their contact information, (i.e., cell phone, email addresses, home phone numbers) and emergency contacts.

6. Don't be Late: Parents will be charged a late fee of $10 per every 15 minutes they are late at the last stop. There will be a 15-minute "grace" period before late fee is applied, (e.g. the last stop drop-off time is at 4:30 p.m. The grace period of 15 minutes will apply until 4:45 p.m.: if the pick-up happens between 4:45 p.m. and 5:00 p.m., there will be a $10 late fee. At 5:15 p.m., another $10 late fee will be applied, etc.) All late fees MUST be paid in a timely manner or bus **privileges will be suspended.**

### Bus Safety Rules for students

1. Always obey the driver and/or monitor.
2. Go directly to your seat and remain seated with your seat belts on.
3. Keep the aisles and exits clear.
4. Keep your head and arms inside the bus.
5. Keep books and personal belongings on your lap.
6. No eating or drinking on the bus.
7. Do not use bad language or offensive speech.

### Consequences for Breaking Bus Rules

Students who repeatedly do not follow basic bus safety rules are subject to suspension from the bus for up to three (3) days. Parents/guardians will be responsible for transporting their children to and from school during the bus suspension. Should behavioral problems persist, after a student has been suspended from the bus, they may lose their privileges for an extended amount of time.

## Nutrition Program

### Breakfast Program

Banneker offers **free breakfast every day** that school is in session. Breakfast is served from **7:15 AM to 8:00 AM**.

### Lunch Program

Banneker is pleased to offer **free lunch to all students**. The lunch calendar is posted on our website and can be viewed at any time to help with planning.

**Please note:** Banneker is a **peanut-free school**. Please do not send any food items containing peanuts.

### Class Snack

If a teacher plans to include snack time in the classroom, parents will be notified in advance. Snacks brought from home should be simple, healthy, and not require refrigeration. Suggested options include fruit, raw vegetables, or crackers.

Candy, soda, and drinks in glass containers are not allowed. Students may not use microwaves or hot water while at school.

Banneker is a **peanut-free school**. Please do **not** send any food items that contain peanuts or peanut products. This helps us ensure a safe environment for all students.

### Candy/Junk Food

**The Banneker School promotes healthy eating and smart food choices.** Candy, gum, and junk food are not allowed in school. If a student is found with these items, the teacher will confiscate them and return them at the end of the school day.

**Please note:** Banneker is a peanut-free school. Please do not send any food items containing peanuts.

"The school's Local Wellness Policy is available on the school website and upon request from the main office."

## Uniform Policy

Banneker is a uniform school. Being part of the Banneker community means adhering to the uniform policy unless instructed or authorized. All students are required to report to school in uniform every day. **Any student found to be in violation of the dress/uniform policy will be sent to the nurse for an extra uniform.** School personnel will contact parents every day if a student did not come to school in uniform.

### Classroom Uniform Description

- **Pants/Shorts/Skirts and Jumpers:**
  - Standard cloth pants/skirts (**no jeans)** in khaki.
  - Sweatpants are not allowed on regular dress code days.
- **Shirts/Blouses:**
  - Long sleeve or short sleeve in maroon (solid only, no prints).
  - No half shirts, low cut blouses or tops.
- **Sweaters:**
  - Cardigan sweaters and pullover sweaters in maroon or beige.
  - No hooded sweatshirts on regular dress code days.
- **Tights/Leggings:**
  - Solid only (no patterns) in white, maroon, or black.
  - Leggings can be worn under skirts or jumpers; they may not be worn alone.
- **Shoes:**
  - Personal preference with general tone of dress code.
  - Sneakers required on gym days.
  - No flip-flops, sandals, crocs or "wheelys" (shoes with wheels on them).
- **Hats:**
  - Are not allowed to be worn in the building.
- **Hair/Jewelry:**
  - Should be appropriate to the school setting.

### Physical Education Dress Code

- **Sweat Pants:** Black/ or Gray
- **Sweat Shorts:** Black/ or Gray
- **Tee Shirts:**
  - White, with no designs/ Logos.
  - Cotton/cotton blends only. No shiny synthetics, nylon, etc.
- **Sweatshirts:**
  - School sweatshirt (black with BBCPS Logo) or plain black/ gray sweatshirt.
- **Shoes:** Sneakers

### Labeling Clothing

Items of clothing (such as rubber boots, raincoats, hats, gloves, and coats) should be labeled for young children. This avoids loss and confusion since many boots and other articles look alike. Children's lost articles are kept in the Lost and Found area in the cafeteria. Clothing without labels will be held for 30 days and then donated.



## C.A.R.E.

Here at the Banneker we pride ourselves at getting to know our students and families. Throughout the year the C.A.R.E motto is woven into the school's everyday language. We chose the acronym C.A.R.E because it reflects our core beliefs as a community. This acronym becomes a part of our everyday language, because…

**At the Banneker we care about our:**

…**C**ommunity
*We are kind. We work together. We take care of each other and our school.*
…**A**chievements
*We always set and work towards our goals.*
…**R**esponsibilities
*We own what we do and strive to do better.*
…**E**xperience
*With open minds, we take risks together to experience the joys of learning.*

This C.A.R.E. philosophy culminates for students in their 6th grade year with their C.A.R.E. awards at graduation. A few select students are honored with this special award.

### Classroom Conduct Expectations

- **Punctuality** – Students are expected to enter their classrooms on time and in a quiet and orderly manner. All school materials should be with them when they arrive at school.

- **Work Habits** – Students are expected to participate and listen actively during class activities and discussions. BBCPS students are expected to stay on task without reminders, working quietly and efficiently using notes and other materials. Students are expected to exhibit excellent motivation and personal responsibility consistently completing 90-100% of homework and all in-class assignments.

- **Acknowledgment** – Students are expected to raise their hand and wait to be acknowledged by the teacher to request permission to leave the room, speak, etc. Students are expected to control impulses at all times.

- **Organization** – Student notebooks must be organized and complete. Students are expected to use a notebook to record all homework assignments and important dates (where grade appropriate).

- **Teamwork** – Students are expected to demonstrate cooperation, respect and leadership. BBCPS students are also expected to help others to interact in a mutually respectful and productive manner.

- **Rules** – Students are required to follow school-wide rules and also those rules set by individual teachers. Lack of compliance after appropriate warnings will result in a Behavioral Incident Report (BIR)

- **Student – Teacher Interaction** – Students are required to consistently show deference for their teachers

and other school/building staff through respectful communication and compliance. Students are to refrain from using profanity, yelling and being physically aggressive. This includes threatening physical gestures, hitting and inappropriate touching. Violations of these requirements will result in appropriate warnings, followed by a Behavioral Incident Report (BIR) and parental/guardian contact.

- **School Property** – Students are asked to respect school property. If a student destroys school property a behavior form will be completed and the parents will be responsible for replacing the item or reimbursing the school/teacher for the item.

- **Uniform** – Students are required to come to school in full uniform every day.

### Anti-Bullying

The Benjamin Banneker Charter Public School is committed to creating a safe learning environment that is free of bullying. Maintaining a safe, supportive, and respectful learning environment is central to the School's mission of providing students with a high quality education, regardless of students' race, culture, language or socioeconomic status.

Benjamin Banneker strives to provide and sustain an atmosphere that is free of any verbal, physical or emotional misconduct that might disrupt the learning environment or make it unsafe. The Benjamin Banneker School Bullying Prevention and Intervention Plan aligns to our school mission and our core community principles with the Massachusetts law against bullying. The plan is an integral part of our ongoing efforts to promote a respectful and healthy community, and to prevent and address behavior that can impede any aspect of the learning process. The plan details Benjamin Banneker's comprehensive approach to preventing and responding to incidents of bullying, cyber-bullying, and retaliation.

The Executive Director or his/her designee is responsible for the communication, implementation, and administration of the Plan. Any questions or concerns related to our Anti- Bully plan should be directed to the Executive Director.

For additional information on how the school addresses bullying please refer to appendix B in this handbook.

### Personal Property

Personal property including, but not limited to, money, cell phones, PSPs, E-readers, Nintendo DS, or toys are not allowed in school. Cell phones are not to be on or used during the school day. This includes the use of texting, answering calls, and using the camera function. Parents that need to relay a message to their child should call the front desk. **If these devices are seen or used in school, they will be confiscated and held for parent/guardian pickup.**

### Confiscated Electronic Devices

- Any school personnel may confiscate student electronic devices.
- School employees are discouraged from searching or reviewing material or numbers stored on student electronic devices except under compelling circumstances.
- School employees may search any electronic device if the device is found by the employee for the limited purpose of determining the device's owner.
- The school will do their best to guard and protect confiscated electronic devices, but are not responsible for loss, damage or theft.

- The school will make a good faith effort to notify parent(s) or designated individuals that electronic devices are in school's possession and will secure the electronic devices until a parent/guardian can retrieve the item or the end of the school year. If an item is not retrieved before the end of the year it will be discarded.

The Banneker strongly discourages students from bringing personal devices to school if the device is lost or stolen the Banneker is not responsible and will not replace the item.

### Curriculum

The Banneker understands that each child is different hence each grade level has academic preparedness expectations in order to advance to the next grade level. At BBCPS, we strive to provide individualized support for each and every student, while also holding them accountable to high standards for academic achievement and positive behavior. Throughout the school year, we closely monitor all students. In addition to academics, we also track each child's social-emotional growth as they mature and grow within their group of grade-level peers. We understand the importance of positive relationships and work to establish and maintain positive student partnerships. Our goal is to make sure that each member of our school community feels connected and valued. Our process is focused on finding out the needs of each child and supporting them in their overall growth and development.

### Homework Policy

We believe that students benefit by extending their learning beyond school hours. Homework is an opportunity for skill reinforcement and enrichment and is appropriately assigned to students in grades K-6.

All homework assignments should include daily reading. Students are expected to consistently complete 90%-100% of assigned homework which should reflect the student's best effort.

| | | |
|---|---|---|
| The recommended minimum daily reading time guidelines are as follows: | K-2 - 30 minutes each day | 3-6 - 1 hour each day |

Parents who feel their child is spending what appears to be an unusual amount of time on homework or if it seems to be particularly difficult for him or her, should reach out to the child's teacher.

## Field Trips

In addition to schoolwide field trips, classroom teachers will plan occasional field trips for a specific educational purpose. In order to participate, a child must have a field trip permission form completed and signed by the parent.

Teachers send notices home prior to each field trip in order to let parents know what is planned. If for any reason a parent does not wish his/her child to participate, arrangements can be made for the child to remain in school with another class.

## Retention

At Benjamin Banneker Charter Public School students progress from grade to grade based on multiple measures. Students that are not making adequate progress in their academic expectations within the school year are observed, monitored and may be further evaluated for support services or possible grade retention. The school's curriculum, instruction, and grade-level expectations are guided by the standards set forth by The Massachusetts Department of Elementary and Secondary Education as documented in the various Curriculum frameworks for key subject areas. Banneker adheres to those standards.

Although we realize that each child develops at a rate that is unique, each grade level has expectations of academic readiness needed to progress to the next grade level. At the Banneker, we closely monitor all students. In addition to academics, we also monitor each child's social-emotional growth as they mature and grow within their group of grade-level peers.

Our process is focused on finding out the needs of each child and supporting them in their overall growth and development. When a student struggles to meet grade-level standards, school staff, students, and parents/guardians will work together to customize support services to help the student succeed. If the student has not demonstrated sufficient mastery of grade-level skills, retention in the current grade will be considered.

*The decision to retain or advance any student remains with the Executive Director with the advice of classroom teachers, specialists, the Director of Support Services, and other staff as needed.*

**Commitment to Data-Driven Instruction**

Banneker is committed to using data to drive instruction and improve student outcomes. A key component of this approach is the **i-Ready diagnostic assessment**, administered multiple times throughout the year to ensure comprehensive data collection and ongoing student progress monitoring.

**Assessment Process:**

- **Pre-, Mid-, and End-of-Year Assessments:** These checkpoints provide consistent data points to track student growth over time and identify areas needing additional support or intervention.
- **Multiple Measures for Each Grade:** Each grade level utilizes at least two assessment measures, enabling pre- and post-assessment comparisons to evaluate progress and annual growth.
- **Data-Informed Instruction:** Regular analysis of i-Ready data allows teachers to tailor instructional strategies to student needs, ensuring effective and targeted support.

By implementing these practices, Banneker rigorously evaluates its literacy program, fostering continuous improvement and academic success for all students.

**Early Literacy Screening**

Effective July 1, 2023, the school will assess each student's reading ability and literacy progress from Kindergarten through at least third grade using i-Ready Diagnostics, a developmentally appropriate screening tool approved by the Department of Education.

In accordance with Section 2 of Chapter 71B of the General Laws and the Department's dyslexia and literacy guidelines, if the fall i-Ready Diagnostics indicate that a student is significantly below age-appropriate literacy benchmarks, Banneker

will implement appropriate support within the general education program. This may include differentiated or supplementary evidence-based reading instruction and ongoing progress monitoring.

If a student's screening results fall significantly below benchmarks, the school will notify the parent or guardian within 30 school days to discuss next steps. A follow-up meeting will be scheduled before the end of the first report card term to discuss the results of the support put in place and the school's response.

By utilizing these practices, Banneker ensures a rigorous evaluation of student performance, promoting continuous improvement and academic success for all students. In addition to this, each student is monitored on their performance in class through grade-level assessments and by completing teacher assigned tasks throughout the year. Teachers discuss the progress of students with many in leadership throughout the year, using data and observations as their source. When we see a child struggling in grade-level tasks the teacher shall refer the student to the Response To Intervention (RTI) for their recommendations on support and remediation. If warranted, the student may be referred for special education evaluation.

At this time we also may discuss additional intervention that may be needed. These supports vary from small group pull out, more time to grasp materials, or individual supports from specialists in math or reading.

### Retention Determination

The decision to retain a student in grade shall be made by the Executive Director/ or designee on the recommendation of the student's teacher and after review by members of the relevant members of the Curriculum Team. The determination to retain a student will be made no later than May 26th and parents or guardians will receive notice of the decision. When considering retention several factors and measures will be considered, including but not limited to:

- Academic performance, specifically in ELA and Mathematics
- Age & physical size
- Attendance/tardiness
- Work habits
- Cognitive, social, and emotional ability
- Parental support

### Parental Notification & Meeting

Prior to this meeting, it is expected that teachers and parents have met to discuss their student's progress or lack of progress in grade-level expectations. After a determination has been made, parents will be notified. A final determination meeting will be scheduled at which time the determination will be discussed if needed, along with any findings from school observation or assessments. The Executive Director or her designee will lead the meeting with the classroom teacher or teacher associate present and any relevant specialists or special education staff.

During the meeting, the notice of Retention Determination will be discussed. In the case of an IEP the special education team will convene, and advise. At any time prior to the Retention Determination, parents are encouraged to bring any concerns they have to the classroom teacher. The final determination is made by the Executive Director.

## Special Education

At the Benjamin Banneker Charter we provide a variety of services to support all learners. A parent, guardian or any person in a professional position concerned with a student's development can make a request for an evaluation to determine eligibility for special education services. Once a request is made in writing, the school will respond within five (5) school days by sending a notice to the parent/guardian, seeking permission to conduct an Initial Evaluation to determine if the student is eligible for special education services. If a parent/guardian's first language is not English (as noted in the home language survey) and they have made a request for a translated document then all correspondences will be translated into their native language.

The Special Education team consists of a Special Education Director, Special Education Teachers, an ESL teacher, a school counselor, a Speech Pathologist, and a consulting psychologist, as well as an occupational and physical therapist.

### Initiating a Referral for Special Education Eligibility

**School Referral**– After the Executive Director or his/her designee determines that all efforts have been made to meet the needs of the student within the general education program and these efforts have not been successful, a student shall be referred by the school personnel for an evaluation to determine eligibility for special education services.

**Parent Referral**- If a parent/guardian requests a special education evaluation, the Executive Director or his/her designee of the school shall immediately arrange a meeting with the parent to discuss concerns and offer general education instructional support services. If this meeting results in a request for an evaluation, the Director of Student Services is notified and the referral is processed.

Requests for a special education evaluation should be directed to the Special Education Director 617-497-7771 ex 206

## English Language Learners

The BBCPS English Language Learner Program of Sheltered English Instruction provides specialized instruction for students according to their level of need. Depending on a student's English language proficiency, the instruction occurs in partial and completely integrated settings. "Sheltered English Immersion" means an English language acquisition process for young children in which all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. Lessons and activities are designed so that the English language development of the student is addressed. In addition, student's may participate in an ESL class, where they will receive specific English language instruction in all four language domains: listening, speaking, reading, and writing. Students' progress is regularly reviewed and reported to parents/guardians. For more information regarding the BBCPS English Language Education Program, please contact the ELL Department.

## Counseling Services

The mission of BBCPS is to ensure that all students come to school ready to learn socially , emotionally and academically. While this may sound like a relatively easy goal to achieve given quality instruction and exemplary teaching strategies, today's generation of adolescents face unique obstacles, particularly with regard to their social/emotional development. These obstacles are often exacerbated by things such as peer pressure, social media, bullying and difficult family dynamics. BBCPS is committed to providing the social/emotional support required for each child to set and attain high reaching goals, while helping develop a sense of resiliency that enables perseverance through challenging moments.

## Confidentiality

Confidentiality is extremely important in a relationship between a counselor and a student. Anything a student shares in a counseling session is to remain confidential, except in cases where specific individuals may have a need or a right to know, or if it is suspected or reported that the student or another minor is being harmed, or at risk of being harmed in any way. It is the counselor's responsibility to limit access to personal information to those individuals who fall under this criterion. The following exceptions apply to confidentiality:

- Suspicion or reports of abuse and neglect
- If the student appears to be at risk of harming him/herself or others
- If a student discloses criminal activity
- If the parent/guardian signs a release authorizing the school to provide information to a third party
- If a Juvenile Court Judge orders the release of information
- If a third party is in the room and the parent waives the right to confidentiality

As counseling sessions with a student progresses, it may become necessary for the school counselor to collaborate with the parents/guardians in order to best support the student. It is the school counselor's responsibility to consult with the student and identify what information the student consents to being shared with the parent/guardian; unless, there is a clear and imminent danger to the student or others.

## Pregnant/Parenting Students

BBCPS shall not deny any married or unmarried student (who is otherwise eligible to attend) an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood; nor shall a pregnant student under the age of seventeen (17) be excused from the requirements of the Compulsory Attendance Statute solely for reasons of her pregnancy or maternity.

## Homeless/Foster Students

In accordance with the McKinney Vento Homeless Assistance Act, BBCPS shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, shall be applied to all services, programs, and activities provided or made available by BBCPS.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building

- In temporary or transitional foster care placement

BBCPS families who are experiencing homelessness are encouraged to contact the front desk for additional information and to determine if supports and services are available.

## Student Health & Medical Records

The school is required, by law, to keep complete immunization records on file. Before any new student may begin attending classes, a parent/guardian must provide a physician's record of all required immunizations and a report of a physical exam performed within 12 months prior to enrollment.

The confidentiality of student health information is maintained according to FERPA guidelines. Records are kept in locked files and shared only in the interest of maximizing student learning and maintaining student safety. Information is never shared outside of school without the express written consent of a parent/guardian.

**Immunizations and Exams Required by Law**

Before entry to K1 ages ≥ 4 years of age are required to have the following:

1-4 doses of the Hib vaccine (the number of doses is determined by vaccine product and age the series begins)
4 doses of the DTap vaccine
3 doses of the Polio vaccine
3 doses of Hepatitis B vaccine (lab evidence of immunity also acceptable)
1 dose of the MMR vaccine (lab evidence of immunity also acceptable)
1 dose of the Varicella vaccine (a reliable history of chickenpox or laboratory evidence of immunity acceptable)
Yearly Flu vaccine recommended
Evidence of tuberculosis screening

Before entry to K2 ages ≥ 5 years of age (and for any student new to BBCPS, regardless of age), every student must have the following:

a complete physical exam performed within the 12 months prior to entering BBCPS
5 doses of a DTaP
4 doses of Polio vaccine
3 doses of Hepatitis B Vaccine
2 doses of MMR Vaccine (lab evidence of immunity also acceptable)
2 doses of Varicella vaccine (a reliable history of chickenpox or laboratory evidence of immunity acceptable)
Yearly Flu vaccine recommended
1 lead test with date and result
Evidence of tuberculosis screening
Report of a vision screening

## School Nurse

School health services are available daily to all of our students. There will be health screenings during the school year inclusive of vision, hearing, scoliosis, and growth and development. Massachusetts has strict regulations concerning immunizations. Compliance with these laws is essential to the health of our community. Parents should keep the nurse updated with their child's immunization records and date of last physical.

## Administration of Medication

Written permission from a parent/guardian and a written doctor's order is required for administration of any medication. All permission forms must be renewed annually at the beginning of the academic year. This includes permission for over-the-counter medications such as *Tylenol* and *Advil.* Medications such as antibiotics, which are short-term and time-limited, may be given in school without a doctor's note. Containers must be supplied from and labeled by a pharmacy. If doses must be given during the school day, please ask your pharmacy for a separate supply to be kept at school. Refrigeration is available if necessary.

Students are not allowed to self-medicate in school for safety reasons. This includes all over-the-counter medications. Any deviation from this rule without the written consent of the parent/ guardian, physician, and school nurse will be considered a disciplinary issue. The only exceptions to this rule are the use of rescue inhalers for students with respiratory conditions such as asthma, glucose monitoring/ insulin delivery for diabetics and medications for other applicable conditions.

## Communicable Diseases

Please notify the school nurse immediately if a student has contracted any communicable disease. BBCPS follows the Massachusetts Department of Public Health Guidelines for parental notification, exclusion, or precautions determination. If a child has a fever above 100°, diarrhea, repeated vomiting, a rash of unknown origin, chickenpox, strep throat, or any condition requiring antibiotic use, they must remain at home for 24 hours minimum or until a doctor allows them to return. Students must remain home and be fever-free for a minimum of 24 hours without the use of Tylenol, Motrin, or other fever-reducing medications before returning to school. Please do not send sick children to school!

## Life-Threatening Food Allergies

Many students at BBCPS suffer from life-threatening food allergies requiring emergency plans and increased diligence in maintaining a safe classroom and school. As a result, the school must be designated as "Peanut-Free." Students in Peanut-Free classrooms may not bring any peanut-based products to consume in class, food may not be shared among students, and parents/guardians are not allowed to send food to school for celebrations of birthdays, holidays or other occasions.

Accommodations for students with other life-threatening allergies will be managed on a case-by-case basis by instituting Best Practice Guidelines in consultation with the school administration, school nurse and the parent/guardian and/or the student's medical provider.

Emergency medications which are to be kept at school require an order from a licensed healthcare provider and signed permission from parents/guardians.

## Accidents

The school will notify parents or guardians when medical attention is needed for an injury or illness. It is the parent's responsibility to provide the school with accurate working telephone numbers.

Parents must keep the school informed of changes in their telephone number(s) and how they can be reached in case of an emergency.

If a student is involved in a serious accident, the following procedures are followed:

- The school nurse or a staff member carries out immediate first aid.
- The school nurse, Administrative Assistant, or Principal contacts the parents/guardians to pick up the student for medical care.

- In cases where the parents/guardians or the designated emergency persons cannot be reached, or where immediate medical attention is needed, the school calls a local emergency unit for treatment and/or transportation to a hospital.

## Enrollment and Admissions

### Age Requirements

To apply to our full time K1 program, a child must be 4 years old.
To apply to our Kindergarten (K2) program a child must be 5 years old.

### Applications Requirements

Only applications filled out completely will be considered for enrollment. Once a child is accepted, parents will need to produce a birth certificate, updated immunization and physical records, proof of residency and academic and behavior records from the previous school (if any).

### Admission of Students

The Banneker is a Charter School for Cambridge and the surrounding areas. Enrollment priority is given to siblings of existing BBCPS, Cambridge residents, and children from surrounding communities in that order.

Though we can now accept applications year-round, our lottery is held in March, with the last day for applications being the day before the lottery. The lottery is open to the public. It is highly recommended for parents to tour the school before filling out an application. Call for an appointment at 617-497-7771.

### Assignment to Classrooms

A number of factors may be considered in the homeroom placement of students, such as: grade level/age, boy/girl ratio, race or ethnicity (for diversity), academic skills, social skills, or special educational needs. We do our best to create balanced mixed groups of students in each grade. The school does not accept requests for specific teachers.

### Transfers

Parents must notify the school office of the date of transfer, their child's new school, and the last day their child will be attending this school.

### Waiting List

A student from outside of Cambridge can be on the waitlist only if he or she has been in a lottery.

## Computer and School Network Use Policies

The school provides students and families with technology resources, including but not limited to:
The internet, a Banneker email, Laptop or IPAD. The use of these resources is a privilege and not a right, and inappropriate use will result in temporary or permanent suspension of these privileges. While these systems have the power to deliver a vast number of resources to classrooms and families, their effectiveness depends on the responsible and ethical use by every individual.

## Computer EQUIPMENT and IT Policy

- Telecommunications and Other Mobile Devices
- Use of Equipment
- School Network, Internet, Email, and Social Media

### Part 1: Telecommunications and Other Mobile Devices

Telephones are for communications within the school and to call a parent or guardian only under the supervision of a teacher or administrator. Students should not use their phones without permission. Students should also not attempt to use any bypass codes to call long distance outside of the school.

Any data traffic browsed to and/or sent or received on a mobile device is subject to the policies and procedures under **Part 3: School Network, Internet, E-mail, and Social Media.**

### Part 2: Use of Equipment

Students are expected to exercise care with use of equipment, and follow all operating instructions, safety standards, and guidelines. Students should report all defective and/or damaged equipment to a staff member immediately. Improper, careless, negligent, destructive, or unsafe use or operation of equipment may result in disciplinary action. Students are not permitted to install peripherals or modify settings to equipment without the consent of the school technology department.

### Part 3: School Network, Internet, E-mail, and Social Media

Computer technology is a valuable educational resource. To this end, students are required to utilize computer technology. To guide students on the appropriate use of computer technology and to maintain the school's commitment to privacy, both on and off school property, the school has implemented a **School Network, Internet, E-mail, and Social**

### Media Policy

All policies contained in this handbook, including those governing student conduct and behavior and anti-bullying policies, are incorporated by reference herein.

The school network, Internet, email, school computers, and mobile devices should be used predominantly for school-related tasks. They should be used in accordance with the guidelines laid out in this handbook. If a student does not adhere to the acceptable use policy, privileges to all or some of the school's information technology may be revoked for that student.

The school reserves the right to change or amend this policy at any time. Users are encouraged to speak with the Technology Director or the Executive Director with any questions or concerns about this policy.

### Privacy and School Network, Internet, and Email

### Privacy Notes

Users are reminded that they shall have no expectation of privacy when using the School's information technology. All Internet data that is composed, transmitted or received via the School's information technology is considered the property of the school, including communications on personal, non-school accounts such as Facebook, Twitter, Yahoo or Gmail that are accessed using hardware. Such communications are subject to search and disclosure at the school's discretion at any time and are subject to disclosure to law enforcement or other third parties. Therefore, students should always ensure that the business information contained in Internet

e-mail messages and other transmissions is accurate, appropriate, and lawful. Students shall not use the organization's time and resources for personal gain, intentionally misrepresent or defame the school, or publicly release confidential information. The school shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. Users must protect all confidential or proprietary information of the school or of any third party that may have disclosed such information to the school. This includes student information, financial, legal, economic, business and general information on the school's business operations.

Student/Family Privacy: Unless otherwise notified, the school, the administration, and the Technology Department has permission to use any students' name and/or likeness on the school website, blog, and/or other electronic and print publications. A students' full name will never be displayed. Disparaging or defamatory comments should not be posted about any student on websites, social media, and/or any form of electronic communications either during or outside of school hours.

## Monitoring and Quotas

The school reserves the right to monitor all network traffic, including but not limited to E-mail and Internet use, as well as set data-related quotas and limitations. Ongoing scans are conducted of the network, applications, and other related tools to ensure responsible use, according to this policy. Students are not allowed to access Websites blocked by school policy, including the use of proxy services, software, or Web sites.

In addition, information about bullying and self-harm are included in these scans. This is done in order to help protect the social/emotional aspect of the students' experience at school and at home during their time at the Banneker. Though efforts are made to help search for and identify these types of incidents, the Banneker will not be able to catch each case and should not be held liable for an incident that goes unnoticed and/or unreported.

## Copyright Information

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. Any questions regarding the use of such information should be brought to the Technology Director.

## Code of Ethics

Data that is composed, transmitted, accessed, or received via the school's network, e-mail, or the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, slanderous, or disruptive. Students must not access, store, or send inappropriate or offensive graphics, games, music, or other materials on the school computers and network. This includes, but is not limited to, inappropriate language and pornography.

## Malware, Viruses, and Hacking (Network Protection)

Students shall not knowingly download files, access nefarious websites, and/or open documents or other material that runs the risk of either introducing computer viruses or of encroaching on the bandwidth and computer storage space required for the school's data. Students should not attempt to bypass administrative passwords, virus protection, website content filters, and/or change preferences that are meant to protect the network and the users thereof. Hacking any school computer system is prohibited. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
Users shall not post any link or material when using the school's network or device that runs the risk of introducing computer viruses, of encroaching on the bandwidth and storage space required by the social networking site, or otherwise in violation of this policy or the law..

### Usernames and Passwords

Stealing, using, or disclosing someone else's code or password without authorization is prohibited. System users shall not use another user's account. Pretending to be someone else when sending/receiving messages is prohibited.

### Blogging and Social Media

Students are prohibited from blogging or using other forms of social media for personal or non-educational use during school hours. This includes, but is not limited to Facebook, BeReal, Twitter, Snapchat, LinkedIn and chat rooms etc., whether at school or on the school's network or computer systems.

### Classroom Recordings

Parents should be aware that periodically our classrooms are recorded by school employees to either better improve teaching methods or to document student behavior.

### Media

In some cases, the media may be interested in what is happening at our school and we welcome their attention. If, for any reason, a parent does NOT wish his/her child to be viewed on television or photographed by the media, he/she must provide that information in writing so that it is on file.  There are authorization forms at the front desk and online.

**Non-Discrimination Civil-Rights Policy**

Benjamin Banneker Charter Public School does not discriminate in admission to, access to, treatment in, or employment of 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), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Individual with Disabilities Education Act of 2004; on the basis of gender identity, in accordance with Chapter 199 of the Acts of 2011, or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation, in accordance with Chapter 622 of the Acts of 1971 (M.G.L.c.76, §5) and Chapter 151B of the General Laws. Nor does it discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement in accordance with M.G.L.c.71, §89 and 603 CMR 1.06.

To file a complaint alleging discrimination or harassment by Benjamin Banneker Charter Public School on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement or to make an inquiry concerning the http://www.banneker.org application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations.
Please Contact
Sherley Bretous
Executive Director
617-497-7771 ext 207
sbretous@banneker.org

Any allegation of discrimination or harassment will be investigated and, if a violation of this policy is substantiated, disciplinary action will be taken.

Filing a complaint with Benjamin Banneker Charter Public School does not prohibit you from also filing a complaint with a state or federal agency. Most of these agencies have a short time period for filing a claim (OCR—180 days; DESE—within the same school year; MCAD—300 days) .
United States Department of Education Office for
Civil Rights ("OCR")

John W. McCormack Post Office and Courthouse
Post Office Square, Suite 800, Boston, MA 02109
(617) 223-9662

Massachusetts Department of Elementary and
Secondary Education ("DESE")
75 Pleasant Street, Malden, MA 02108
(781) 388-3000

Civil Rights Division
One Ashburton Place, Boston, MA 02108
(617) 727-2200 ext.269

## Appendix A - Discipline Code & Guide

**Discipline Procedures**
The Benjamin Banneker Charter Public School is the inspiration of concerned community leaders, parents, and educators, with the common vision and purpose of providing youth, regardless of race, culture, language, or socioeconomic status with a high quality of education. However, in order for this to happen students must not only develop academically but also socially. The discipline protocol has three purposes: help manage student behavior in the classroom and throughout the school, provide support for teachers, and support families, with a common vision of not punishing but rather developing young minds.

Each act of mis-behavior should be treated as a "teachable moment" where we adults try to show children other choices or options they have for the next time they are in the same situation.

### Behavioral Incident Reports (BIR)
Also known as a Blue Sheet and/or Pink Sheet These forms are written by teachers when, after the appropriate amount of warnings, the student is not willing or able to comply with stated school rules.

If an **emergency occurs, such as:**

- **Students fighting:** Intentional physical exchange between students; play wrestling included
- **Student hitting another:** Intentional physical harm inflicted upon another
- **Verbal Violence:** Loud and disruptive "in your face" behavior
- **Swearing:** Loud, blatant, and inappropriate language that continues after teacher intervention
- **Destruction of Property:** "Out of control" behavior causing physical damage to school
- **Walking out:** Consistent disruption/ Disruptive and loud departure from the classroom without teacher approval
- **Stealing:** Conscious decision to take the property of another

Combination of any of the above!

Teachers will call the front desk and announce the violation to the staff member on duty. The front desk will call the Executive Director or another Administrator to remove the student from the class or locate the "walk out" student. Although the student(s) is immediately removed from the class, an intervention form must be filled out in full and follow the student. Remember that it is a classroom emergency when prolonged interruption of instruction occurs.

**Non Emergencies**
There will be non-emergency cases that potentially could interrupt classroom instruction; in these cases, teachers are required to handle the issues within the classroom. Often, the frustration created by student misbehavior forces teachers to react with emotions rather than a process. As teachers, we cannot personalize negative responses from students; we must endeavor to develop personal relationships with every student.

Teachers, and all those participating in the on-going educational cultivation of our youth must have and follow a behavior evaluation process within the classroom. It is the teachers' responsibility to consistently carry on the process. If used with patience and trust, teachers will experience more control and management of the classroom.

### Maintenance of orderly conduct

Actions which negatively affect the orderly conduct of the school such as failure to comply with a direct and reasonable request by a staff member or any teacher or administrator may respond to boisterous and unruly behavior in any of the following ways:

- A verbal or written reprimand
- Notification of the parent(s) or guardian
- Request for a parent conference
- Loss of recess
- Referral to administration for additional measures outline under number

### Maintenance of the safety and welfare of all individuals

Actions, which threaten the safety or welfare of any individuals (students, staff members, chaperones, or guests in the school), shall cause a Behavioral Incident Report to be filled out and such other penalties, as may be required by law.

Such as shall include, but not limited to:

- Carrying a dangerous weapon
- Possession or use of a controlled substance or alcohol
- Verbally or physically assaulting others
- Vandalism
- Stealing
- Any violation of another's (child or adult) civil rights including verbal or physical attacks on persons directed at their racial, ethnic or religious background or their physical or mental ability or disability and various forms of sexual harassment
- Hazing
- Incidences of bullying and teasing
- Threats of physical violence

A Behavioral Incident Report shall be completed by the witnessing staff or administrator and shall include a description of the incident. The original Behavioral Incident Report will be stored internally.

- Consequences may include withdrawal of privileges, such as exclusion from field trips, parties, athletic events, assemblies or other events on or off school grounds.
- Suspension, referral to law enforcement officials and/or reparation for damages.
- Copies of the Behavioral Incident Report furnished to the parent(s), counselor, and Executive Director when necessary.
- Copies of the Behavioral Incident Report may be filed in the student's folder for school use only.
- Repeat offenses shall result in a parent conference at which the appropriate administrator will be present.
- In cases of extreme misbehavior, the appropriate administrator may invoke a range of disciplinary measures including suspension.

Parents, students, and staff should be aware that:

Massachusetts General Laws, Ch. 269, sec.10, provides that any person convicted of carrying a loaded or unloaded firearm in any building or on the grounds of any school shall be punished by a fine or not more than $1,000 or by imprisonment for not more than one year or both.

Massachusetts General Laws, Ch. 269, sec.17-18, provides that any persons convicted of hazing are subject to a fine of not more than $3,000 and imprisonment for not more than one year or both fine and imprisonment and any person convicted of failing to report knowledge of hazing incidents to appropriate law enforcement officials shall be punished by a fine of $1,000.

Massachusetts General Laws Ch. 272 sec. 92A and 98, public accommodations amended in 1989, provides that any person convicted of violating or aiding in the violation of another's civil rights shall be punished by a fine of not more than $100 or by imprisonment for not more than 30 days, or both, and provides that any person convicted of making any distinction, discrimination or restriction shall be punished by a fine of not more than $2,500, or by imprisonment for not more than one year, or both and shall be liable to any person aggrieved thereby for such damages as are enumerated in Ch. 151, sec. 5 provided that such civil forfeiture shall be of any amount not less than $300.

Massachusetts General Laws Ch. 71, sec. 37H, provides that. . . (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

In accordance with Massachusetts General Laws Ch.71,sec.2A student smoking is prohibited in school buildings or on school grounds during normal school hours.

**Disciplinary Due Process: Suspension Hearings**

Discipline is governed by 3 statutes and related regulations: M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½ and M.G.L. c. 71 §37H ¾ (and 603 C.M.R. 53.00 et. seq.). The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated school rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using long-term suspensions and expulsion until other remedies and consequences have been exercised..

In administering discipline, school officials will observe the right to due process by law for each student. The due process a student is entitled to is identified in the relevant statutes and regulations explained below. The nature of the violation and the severity of the possible consequences will determine the due process that school officials will follow.

**The Executive Director may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the misconduct. This decision is not subject to the due process procedures set forth below.**

**In-School Suspension pursuant to M.G.L. c.71 §37H 3/4**

At the discretion of the Executive Director or designee, in-school suspension may be imposed for violation of

the code of conduct. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. In-school suspension for less than 10 days shall not be considered a short-term out-of- school suspension. An in-school suspension of more than 10 days shall be deemed a long-term-term out-of-school suspension, and the students will be provided with the due process provided in a long-term out-of-school suspension hearing.

For an in-school suspension, the Executive Director or designee shall inform the student of the disciplinary offense charged and the basis for the charge. The Executive Director shall also provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If it is determined that the student committed the disciplinary offense, the student will be informed of the length of the in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year. If an in-school suspension does exceed 10 days, a long-term out-of-school suspension hearing (with additional due process protections) must occur prior to the in-school suspension exceeding 10 days.

On the same day as the in-school suspension decision, the Executive Director or designee shall make reasonable efforts to notify the Parent verbally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The parents/guardians will be invited to a meeting to discuss the students academic performance and behavior, strategies and possible responses to the behavior. Such a meeting shall be scheduled on the day of the in-school suspension if possible, and if not, as soon thereafter as possible. If the Executive Director or designee is unable to reach the Parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the Parent of the in-school suspension.

The Parents/guardians will receive a notice about the in-school suspension, including the reason and the length of the in-school suspension, and invite the Parent to a meeting, if such a meeting has not already occurred. The The Executive Director or designee shall provide such notice on the day of the suspension by hand-delivery, certified mail, first- class mail, or email to the address provided by the Parent/guardian for school communications, or by other method of delivery agreed to by the Principal and the Parent in English and the primary language of the home.

**Out of School Suspensions pursuant to M.G.L. Chapter 71, Section 37H 3/4**

An Out of School Suspension is a short-term or long-term removal from school. Short-term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long-term Out of School Suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year. A student is also restricted from entering the school buildings, or coming onto school grounds; and may not participate in any school sponsored activities or functions during the suspension period.

Students are entitled to the opportunity for a due process hearing prior to any out of school suspension. The Executive Director or designee shall provide notice of the violations and the reason for the out of school suspension to the parent(s)/guardian(s) in English and the primary language spoken in the home. The student shall receive written notice of the charges and the opportunity to participate in a hearing with the Principal or designee to discuss charges and reasons for the suspension prior to suspension/exclusion taking effect.

The Executive Director or designee shall make reasonable efforts to notify the Parent verbally of the opportunity to attend the hearing. The hearing may take place without the students ’s Parent/Guardian so long as the The Executive Director or designee has sent written notice and has documented at least two(2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

**Short Term Suspension**

A student may be suspended from school for 10 or fewer days, the student and parent will be given notice verbally (or by telephone) and in writing, stating:

- What the student is alleged to have done that violates the Handbook or school policy, including evidence against the student;
- What disciplinary measures may be imposed;
- The date, time, and place of a due process hearing ;
- The student and parent's right to participate in a due process hearing and explain his/her conduct and any mitigating circumstances

After the due process hearing, The Executive Director or designee will issue a written determination of the suspension to the student and parent, including the key facts, conclusions reached, length and effective date of the suspension, a date of return to school, and the opportunity to make up assignments and other needed schoolwork and the right appeal.

A student or parent may appeal a short-term suspension imposed by The Executive Director or designee by filing a written request for an appeal within three (3) school days of the decision. The Executive Director or designee will hold a hearing, within three (3) school days of the student's appeal. The Executive Director or designee may consider all relevant factors in making his/her decision, which shall be final. The suspension will be served pending the appeal.

**Long Term Suspension**

If suspended from school for more than 10 days and up to a total of 90 days, students and parent will be given notice verbally (or by telephone) and in writing, stating:

- What is alleged to have done that violates the Handbook or school policy, including evidence against the student,
- What disciplinary measures may be imposed,
- The date, time, and place of a due process hearing,
- The right to review the students record and any documentation concerning the investigation prior to the hearing
- The right to be represented by an advocate or lawyer,
- The right to question and present witnesses and evidence

The Executive Director or designee presiding over the due process hearing will make a record, such as oral tape or written transcript that shall be available to the student upon request. Notice and proceedings will be translated into the parent's primary language if necessary for their understanding of the proceedings.

If The Executive Director or designee decides to suspend the student following the due process hearing, The Executive Director or designee shall send the written determination to the parent providing (1) the disciplinary offense, the date the hearing took place, and the participants at the hearing; (2) 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; and (5) inform them of the right of appeal.

**Long Term Suspension Appeal pursuant to M.G.L. c. 71, Section 37H 3/4**

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 additional calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Executive Director or designee will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days of the request for an appeal. The time may be extended up to 7 additional calendar days if requested by the parent(s)/guardian(s). The Executive Director or designee's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The Executive Director or designee shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The Executive Director or designee shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, The Executive Director or designee shall determine whether the student committed the disciplinary offense of which they are accused, and if so, what the consequence shall be. Students will have all of the rights afforded to them at The Executive Director or designee's hearing for long-term suspension. The Executive Director or designee will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, The Executive Director or designee may impose the same or a lesser consequence, but shall not impose a suspension greater than that imposed by The Executive Director or designee. The Executive Director or designee's decision is the final decision.

**Suspension/Expulsion Pursuant to M.G.L. Chapter 71, Section 37H**

If found in possession of a dangerous weapon, including, but not limited to, a gun or knife; or of a controlled substance as defined in G.L. c.94C; or, including, but not limited to, marijuana, cocaine or heroin; or

Assaults any school staff.

Any student who is charged with a violation of either (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before The Executive Director or designee. After the hearing, it may be decided to suspend rather than expel a student who has been determined to have violated either paragraph (1) or (2).

Any student who has been expelled, shall have the right to appeal. The expelled student shall have ten days from the date of the expulsion in which to notify the school of the appeal. The student has the right to counsel at an appeal hearing. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. Pending the outcome of any appeal, the disciplinary sanction imposed shall remain in effect.

A student suspended or expelled under the provisions of this section has the right to receive educational services

during the period of suspension or expulsion.

If a student moves to another school during the period of suspension or expulsion, the new school of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.

**Suspension/Expulsion for Felonies (M.G.L. Chapter 71, Section 37H½)**

Suspension:

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student The Executive Director or designee may suspend the student for a period of time determined appropriate by The Executive Director or designee if it is determined that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of the right to appeal and the process for appealing such Suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by The Executive Director or designee.

Expulsion:

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 Executive Director or designee of the school may expel said student. if the Principal determines that the students continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion, provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by The Executive Director or designee.

A student may appeal the suspension or expulsion by giving a written notice requesting an appeal to The Executive Director or designee no later than five (5) calendar days following the effective date of the suspension or expulsion. The Executive Director or designee shall hold a hearing with the student and parent(s) or guardian(s) within three (3) calendar days of the request for an appeal. The student may be represented and may present verbal and written testimony at the appeal hearing before The Executive Director or designee.The Executive Director or designee may overturn or alter the decision. The Executive Director or designee shall issue a decision on the appeal within five (5) calendar days of the hearing, which decision shall be the final decision. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect.

Emergency Removal

The Executive Director or designee may remove a student from school temporarily when they are charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Executive Director or designee’s judgment, there is no alternative available to alleviate the danger or disruption.The Executive Director or designee shall immediately notify the parents/guardian in writing of the removal and the reason for it, and describe the danger presented prior to the removal. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, The Executive Director or designee shall make immediate and reasonable efforts to verbally notify the parent(s)/guardian(s) of the emergency removal and the reason for the need for emergency removal. The Executive Director or designee shall provide written notice to the parent(s)/guardian(s) as provided above, and provide the student an opportunity for a hearing withThe Executive Director or designee

as provided above, and the parent(s)/guardian(s) 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 Executive Director or designee and parent(s)/guardian(s).

The Executive Director or designee shall render a decision verbally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

**Educational Services**

Students serving a suspension shall be given the opportunity to make up any missed work and earn credit for missed work (tests and quizzes) while on suspension.

Additionally, any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

**Harassment**

Harassment of students by other students will not be tolerated at Benjamin Banneker Charter School. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities. Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion. Harassment means conduct of a verbal, written, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affect the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (which includes texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

If you believe you have been the victim of harassment, or if you have any questions about this issue please follow the below Complaint procedure. You may also seek the help of an adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators.

Sexual harassment is defined as unwanted sexual attention (verbal or physical) from anyone with whom the student may interact in the course of receiving an education in school or at school-sponsored activities. If you believe that you have been the victim of sexual harassment, or if you have any questions about this issue please

follow the below Complaint Procedure. You may also seek the help of an adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators.

If it is determined that a student has sexually harassed another person, the consequences shall include one or more of the following: parent conference; apology to the impacted student; suspension; referral to legal authorities; recommendations to the The Executive Director or designee for a long-term suspension hearing.

Retaliation, threats, or intimidation will be treated as serious offenses that could also result in a long-term suspension hearing with an Administrator.

**Complaint Procedure:**

The district will promptly and reasonably investigate allegations of harassment/sexual harassment. The following procedure is in place to investigate allegations of harasment/sexual harassment.

If a student brings a complaint of Harassment/Sexual Harassment to any faculty member, that faculty member must pass the information on to The Executive Director or designee. It is the School's policy that all such matters will be handled with appropriate care and discretion and receive a thorough investigation. When a student brings a complaint to the attention of any member of the school staff,a leadership member will notify the Executive Director and the school will promptly undertake an investigation of the allegations.

Such investigation typically shall include, at a minimum, interviews with persons identified as having direct and personal knowledge of the incident(s) in question. During the investigation, the School will protect the confidentiality of harassment allegations to the extent possible. The school cannot guarantee complete confidentiality, because it cannot conduct an effective investigation without revealing certain information to the alleged harasser and potential witnesses. However, the School will attempt to keep such disclosures to the minimum required under the circumstances, on a "need-to-know basis." If the investigation reveals that the allegations are valid, the school will take prompt and appropriate remedial action against the offending person. Such measures are designed to put an immediate stop to the harassment as well as prevent its recurrence. Therefore, The Executive Director or designee retains the right to take whatever action it believes appropriate under the circumstances, up to and including parent conference; suspension; referral to legal authorities.

**Substance Policy**

State law prohibits possession or use of any tobacco products or e-cigarettes within the school buildings, on the grounds, on buses, at events or at field trips.

Possession or use of illegal substances, such as drugs (including marijuana) or alcohol, or related paraphernalia is not permitted within the school buildings, on the grounds, on buses, at events or at field trips. Students who are found in violation of the policy may be subject to a long-term suspension.

**Search and Seizure**

School administrators may conduct searches when there is reasonable suspicion that a student has violated or is violating the rules of the school. Failure to comply with an administrative search may result in a suspension and police notification. Prior to the search based on reasonable suspicion, staff will make every effort to contact parents. If the parent cannot be reached immediately, the search will commence.

U.S. Supreme Court standard for all searches:

(1) There must be reasonable grounds for suspecting that a student has violated the law or rules of the school concerning contraband or stolen property; and

(2) The search must be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and of the nature of the infraction and always in the presence of another school administrator.

Items, which might be used to disrupt or interfere with the educational process, such as weapons, will be removed from the student's possession and may be turned over to law enforcement officials.

Student Searches:

(1) No student may be searched without first attempting to notify the parent at his or her emergency telephone number. If the parent cannot be reached, and if there are reasonable grounds for the search as defined above, such search will be conducted taking into consideration the best interest of the child.

(2) In the event that a second administrator is not available, the Executive Director or his or her designee may conduct an otherwise valid search in the presence of another staff member.

Bringing a Firearm to School: Any student who is determined to have brought a firearm or a facsimile thereof to school or to a school-related function shall be excluded from BBCPS for a period of not less than one year except as determined by the Executive Director on a case-by-case basis. The definition of a "firearm" includes, but is not limited to, guns (including a starter gun), bombs, grenades, rockets, missiles, mines, and similar devices. Any item that is similar to an actual firearm carries the same penalties as a real firearm.

**Discipline of Special Education Students**

All students are expected to meet the requirements for behavior set forth in the handbook. However, students who are eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("the IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Those students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability. Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student's disability the Team will conduct a Functional Behavior Assessment and develop a Behavior Support Plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a Behavior Support Plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed. The special education student

must continue to receive his special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the IEP. Additionally, they should receive, as appropriate, a functional behavioral assessment and behavior support plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the disability.

These situations include when a special education student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty- five (45) school days without regard to whether the behavior is determined to be a manifestation of the disability. If a special education student commits an offense which causes them to be expelled from school, the school continues to be responsible for providing them with a free appropriate public education in another educational setting.

For more information regarding the rights of special education see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at http://www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at http://www.doe.mass.echi/bsea/

**Discipline of Students Not Yet Eligible For Special Education**

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of conduct, may assert any of the protections provided for special education if the school had knowledge (as determined by the IDEA) that the student was with a disability before the behavior that precipitated the disciplinary action occurred.

The school may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

- The parent expressed concern in writing to an administrative personnel or to a teacher that the student is in need of special education and related services; or
- The parent requested an evaluation; or
- Staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The school may not be deemed to have had knowledge if the parent has not consented to an evaluation or has refused special education services, or if an evaluation was completed and resulted in a determination of ineligibility. If the school had no knowledge that the student was with a disability prior to taking disciplinary

action, the student may be subjected to disciplinary measures applied to those without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the school must conduct the evaluation in an expedited manner.

Until the evaluation is completed, the student remains in school. If, after the evaluation, the student is determined to be eligible the school must provide special education and related services in accordance with the IDEA.

**Section 504**

If a parent or teacher believes that a student may have a disability and requires classroom accommodations, that parent or teacher should contact The Director of Student Services in writing and request an evaluation for accommodations under Section 504. Information regarding parental rights under Section 504 is available from the Director of Support Services.

**Discipline of Students on 504 Plans**

School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education.

## Anti-Bullying Plan

The Benjamin Banneker Charter Public School (BBCPS) is a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery, regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standard-based STEM curricula and uses authentic data to monitor every student's growth and achievement.

To that end, The Benjamin Banneker Charter Public School (BBCPS) is committed to creating a safe learning environment for both staff and students that is free of bullying. Maintaining a safe, supportive, and respectful learning environment is central to the School's mission of providing students with a high quality education, regardless of students' race, culture, language or socioeconomic status.

Benjamin Banneker strives to provide and sustain an atmosphere that is free of any verbal, physical or emotional misconduct that might disrupt the learning environment or make it unsafe. The Benjamin Banneker School Bullying Prevention and Intervention Plan (the "Plan") set forth below aligns our School mission and our core community principles with the Massachusetts law against bullying. The Plan is an integral part of our ongoing efforts to promote a respectful and healthy community, and to prevent and address behavior that can impede any aspect of the learning process. The Plan details Benjamin Banneker's comprehensive approach to preventing and responding to incidents of bullying, cyber-bullying, and retaliation.

The Executive Director or his/her designee is responsible for the communication, implementation, and administration of the Plan.

Questions and concerns related to this Plan may be referred to the Executive Director.

**Definitions**

"Bullying" means the repeated use by one or more staff or students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a targeted student that:

- Causes physical or emotional harm to the targeted student or damage to the targeted student's property;
- Places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property;
- Creates a hostile environment at school for the targeted student;
- Infringes on the rights of the targeted student at school; or
- materially and substantially disrupts the educational process or the orderly operation of the School.

"Cyber-bullying" means bullying through the use of technology or any electronic device such as a telephone, cell phone, computer, fax machine or the internet. It includes, but is not limited to, facsimile, e-mail, instant

messages, images (including picture messages), voice messages, signals, signs, sounds, data or intelligence of any nature, text messages, and internet postings, whether on a webpage, chat room, social networking website, in a blog, or otherwise. Cyber-bullying also includes: (i) the creation of a webpage or blog in which the creator assumes the identity of another person, and (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above.

A "Hostile Environment" 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 any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation of any sort will not be permitted.

**Definitions and School Policy**

It is important to keep in mind that stricter standards of behavior may apply under Benjamin Banneker's policies in order to prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law. For example, although the Plan defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the school reserves the right to impose disciplinary measures or other corrective action in a case of a single expression, act or gesture, as well as in a case of inappropriate conduct that may not rise to the level of the legal definition of bullying as indicated by state law. This may occur if the school determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action, or if the repetition of an expression, act, or gesture might result in bullying as defined under the Massachusetts anti-bullying law.

**Prohibition Against Bullying, Cyber-Bullying and Retaliation**

Benjamin Banneker will not tolerate any form of bullying or cyberbullying from staff or students. We will also not tolerate any form of retaliation against someone who has reported a case of bullying or cyber-bullying, has provided information during the investigation of bullying, or has witnessed and/or has relevant information to support a report of bullying.

Bullying and cyber-bullying are strictly prohibited on school grounds and at school-sponsored or related activities, events, functions and programs, including athletic practices and contests that occur at off-campus locations. Bullying and cyber-bullying are also prohibited on school buses, at school bus stops, on public transportation, on any other form of transportation owned, leased, or provided by the school, on property immediately adjacent to school grounds, and through use of electronic devices owned (including the school's network), leased or used by the school.

Bullying or cyber-bullying that occurs at a non-school sponsored activity, event, program, or location – or through use of technology or a device that is not owned, leased, or provided by the school – is also prohibited if it creates a hostile school environment for a targeted student or students, infringes on the rights of a student at

school, or if it materially and substantially disrupts the educational process or the orderly operation of the school.

**Prevention of Bullying, Cyber-Bullying, and Retaliation**

Benjamin Banneker has multiple communications to staff, students and families sharing our value of creating a safe, nurturing learning environment. Our mission calls on us to value differences and work together, as well as to create a "healthy society" within our school community. These values are essential and are reinforced in a number of ways. These include, but are not limited to, curriculum, Responsive Classroom, Morning Meetings and adult supervision - It is expected that adults in the community will support the school in the enforcement of rules and behavioral expectations.

In order to achieve the goals of preventing bullying, cyber-bullying, and retaliation, the school's Bullying Prevention and Intervention Plan will be one of the required topics addressed by all students, teachers and staff every year in our ongoing program of professional development.

**Academic and Non-Academic Activities**

In the fall, the school has dedicated the month of October to launch a school wide focus around creating an environment that is safe and inclusive. This year-long program consists of assemblies, in class lessons, dissemination of age appropriate materials, anti-bullying activities and a schoolwide Unity Day. In addition, the school specifically emphasizes the following.

- Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

**Reporting Incidents of Bullying, Cyber-Bullying and Retaliation**

Students: Any student who has witnessed an incident of bullying or cyberbullying, or otherwise has relevant information regarding bullying or cyber-bullying, is strongly encouraged to report the matter verbally or in writing to The Executive Director or his/her designee, School Counselor, nurse to any other trusted Benjamin Banneker adult with whom the student is comfortable speaking.

Any student who is subject to retaliation, or who knows of another student who has been subjected to retaliation, is urged to report it as soon as possible. Students who knowingly make false accusations of bullying or retaliation may be subject to disciplinary action.

Families: A parent, guardian or family member of a student who has witnessed or who otherwise has relevant information about bullying or cyber-bullying, is strongly encouraged to promptly report the matter to the

Executive Director, Nurse or to any other trusted Benjamin Banneker adult. Furthermore, a parent or guardian should also report any incident of retaliation to the School.

Teachers and Staff: Any teacher or staff member who witnesses or otherwise becomes aware of bullying, cyber-bullying or retaliation is expected to report it to any member of the Administrative Team. Any teacher or staff member who witnesses or otherwise becomes aware of bullying, cyber-bullying or retaliation but does not report it may be subject to disciplinary action, up to and including termination of employment. A teacher or staff member may not make reports under this policy anonymously, nor make promises of confidentiality to a student, parent or guardian who informs him or her of an alleged incident of bullying, cyber-bullying or retaliation.

If a teacher or staff member witnesses an act of bullying, cyber-bullying or retaliation in progress, the teacher or staff member is expected to take reasonable steps to stop the act by communicating directly with the person whose behavior is considered unacceptable, offensive or inappropriate.

Anonymous Reporting: Teachers and staff members may not make reports under this policy anonymously. Students and their parents and guardians may make reports anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. While the school cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the school releases information concerning complaints of bullying, cyber-bullying and retaliation only as needed to address concerns.

Any incidents of this type of behavior is documented using one of the school Behavior Incident Form.

**Responding to a Report of Bullying, Cyber-Bullying, or Retaliation**

In consultation with the Executive Director, the Administrative team consisting of the school counselor, coaches and nurse will promptly convene, review, evaluate and respond to all reports of bullying, cyber-bullying, and retaliation when needed.

Preliminary Considerations: When a complaint of bullying, cyber-bullying or retaliation is brought to the attention of the Administrative Team, an investigation and initial assessment are made. The primary initial goals of the investigation are to put an immediate end to the bullying, cyber-bullying or retaliation, and to protect the well-being and safety of all involved students, including the alleged targets, witnesses person(s) about whom the complaint was made and person(s) who provide information during an investigation of bullying. As appropriate, strategies such as increasing supervision or separation of the alleged perpetrator and targeted student may be used to prevent bullying, cyber-bullying or retaliation during an investigation. At this time, the Administrative Team may also make a recommendation to the Executive Director concerning the involved students' continued attendance at Benjamin Banneker during the investigation.

The school is committed to protecting the physical and emotional well-being of all of its students and staff and will take appropriate measures to do so. Thus, the school will be sensitive to the needs of both the alleged targeted students as well as the alleged bullies.

At any point after receiving a report of bullying, cyber-bullying and/or retaliation, the Executive Director shall notify the local law enforcement in the event that the Executive Director has a reasonable basis to believe that criminal charges may be pursued against the alleged perpetrator.

If the school receives a report of bullying, cyber-bullying or retaliation involving students from another school, the Executive Director may, consistent with state and federal law, promptly notify the appropriate administrator of the other school so that both may take appropriate action.

Obligation to Notify Parents/Guardians: Promptly after a complaint has been made, a member of the Administrative Team will promptly notify the parents/guardians of any student who is an alleged perpetrator or target of bullying, cyber-bullying or retaliation.

Investigation: Once a complaint has been reported, an investigation of the complaint will be conducted by members of the Administrative Team. The investigation may include, but will not necessarily be limited to, interviews with the person who made the complaint, interviews with the student who was the target of the alleged bullying, cyber-bullying or retaliation, interviews with the alleged perpetrator(s), and with any students, teachers, staff members or other persons who witnessed or may otherwise have relevant information about the alleged incident.

All persons will be informed that the school will not tolerate any form of retaliation directed toward an individual who in good faith makes a complaint or participates or cooperates in an investigation. All persons involved in an investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, all claims require the honest and full disclosure of facts by all involved persons. False accusations will not be tolerated and may lead to disciplinary action.

Resolution, Notification, and Follow-up: Upon completion of its investigatory actions, the Administrative Team will make recommendations to the Executive Director about any appropriate disciplinary and/or other remedial actions. The Executive Director or his/her designee has final responsibility for any disciplinary responses. Ongoing monitoring and assessment of the Administrative Team's recommendations for students involved in any incident of bullying, cyber-bullying and retaliation will be carried out by the Administrative Team in close consultation with the students' advisors.

The goal of an investigation and any disciplinary or other remedial process that is imposed following an investigation is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation.

Upon completion of the investigation, the Executive Director or his/her designee, and or School Counselor will meet individually with the student or students who were the targets and alleged perpetrators of the alleged incident, as well as the parents or guardians of these students. The goal of this meeting will be to report the

results of the investigation and, where disciplinary or other corrective steps are determined to be appropriate, to inform the individuals of the steps that will be taken to correct the situation. Confidentiality laws protecting student records may limit the amount of information provided in these meetings.

Students that have been targeted in violation of this policy, and their parents or guardians, will be contacted in follow-up conversation to inquire as to whether there have been any further incidents. The Executive Director, and/or School Counselor will discuss with the targeted students and their parents or guardians whether any additional steps should be taken so that the targeted students may achieve a restored sense of safety.

Resources are available to all students during and after an investigation. These resources are available to both alleged perpetrators and alleged targets, as well as their parents or guardians.

Disciplinary Action: The Executive Director or another Administrator will decide on the appropriate disciplinary actions for a student that is found to have committed an incident of bullying, cyber-bullying or retaliation. The range of disciplinary actions that may be taken against a perpetrator for bullying, cyber-bullying or retaliation shall balance the need for accountability with the need to teach appropriate behavior, and includes:

- Counseling
- Suspension
- Expulsion

Any student found to have made a false allegation of bullying, cyber-bullying or retaliation may also be subject to disciplinary action.

**Communication and Collaboration with Parents/Guardians**

The school's plan to collaborate with families is designed to increase the capacity of the school to prevent and respond to bullying. We feel strongly that parent/guardian involvement and collaboration are essential to fostering a healthy school environment free of bullying and creating an effective strategy for responding to incidents of bullying.

The school's commitment to bullying prevention and efforts taken to address bullying, including the existence of this Plan, are communicated annually in the publication of the school's Student-Parent and Employee Handbook. The Plan is also published on the school's website.

Annually, the school provides parent education sessions addressing the dynamics of bullying, including cyber-bullying and online safety. These education sessions are designed to educate parents about:

- BBCPS bullying curriculum and how parents can reinforce and teach the perils of bullying
- The dynamics of bullying, including the roles of bully, target and bystander
- Online safety, cyberbullying, and ways to support cyberbullying prevention at home.

Our School Counselor is also available to families who want to identify further resources, including local therapists.

**Training And Professional Development**

BBCPS provides annual training for all staff which addresses: Staff duties under the Plan; an overview of the steps that the Executive Director generally follows upon receipt of a report of bullying or retaliation; and an overview of the bullying prevention curricula offered at the school. Any staff members hired after the start of the academic year are required to participate in school-based training during the year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

The goal of BBCPS professional development efforts is to establish a common understanding of tools necessary for staff to create a climate at the school that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide professional development will be informed by research and will include information on:

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

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

Additional areas identified by Benjamin Banneker for professional development may include:

- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Constructively managing classroom behaviors
- Using positive behavioral intervention strategies applying constructive disciplinary practices
- Teaching students skills, including positive communication, anger management, and empathy for others
- Maintaining a safe and caring classroom for all students

Written notice to Staff. The school will provide all staff with an annual written notice of the Plan by publishing information about it and including sections related to staff duties in the Benjamin Banneker Charter Public School Handbook.

**Responding to a Report of Bullying by School Staff**

Bullying and Intimidation Policy Benjamin Banneker is committed to providing a school free of bullying and intimidation. Accordingly, bullying and intimidating behavior are strictly prohibited. Bullying occurs when a student is subjected to repeated unwelcome behavior, often as a result of an imbalance of power. A student is subjected to bullying when he/she is repeatedly the target of negative verbal or physical actions by one or more students. Bullying also includes "cyberbullying," which is the sending or posting of harmful and/or cruel text or images via the Internet, cell phones, chat rooms, email, instant messaging, or any other digital communication devices. An employee who learns or suspects that a student is being bullied should take appropriate steps to intervene, to the extent that he or she can do so without danger or peril to himself/herself or others, and report such information to The Executive Director or his/her designee, as soon as possible.

**Conclusion**

Benjamin Banneker's mission and school policies outlines the school's bullying, cyber-bullying and retaliation plan and is consistent with the school's ongoing commitment to fostering a safe, supportive and respectful learning environment for all members of the Benjamin Banneker community. This Plan is intended to:

- Prevent bullying and cyber-bullying among our students
- Encourage students and their parents or guardians to have confidence in the school's procedures and come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy; and
- Implement appropriate discipline and other corrective measures when they are warranted.

## Appendix C- Restraint Policy

### Overview

Benjamin Banneker Charter Public School adheres to the provisions of 603 CMR 46.00, *Prevention of Physical Restraint and Requirements If Used*, which regulates the use of physical restraint on students in publicly funded elementary and secondary education programs. Benjamin Banneker Charter Public Schools has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, shall be annually reviewed and provided to program staff and made available to parents of enrolled students.

The Banneler believes that any type of physical restraint shall be used only in emergency situations of last resort when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances and after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

Any use of physical restraint must be made with extreme caution and follow established protocols. In all cases an application of physical restraint must prevent or minimize any harm to the student or others as a result.

Benjamin Banneker Charter Public School's Physical Restraint Policy and/or Administrative Procedures and Guidelines shall adhere to the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, Benjamin Banneker Charter Public School Policy and/or Administrative Procedures and Guidelines does not preclude any teacher, employee or agent from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. 603C.M.R. 46.01(4).

In addition, each staff member will be trained annually regarding the school's physical restraint policy and accompanying procedures. The Executive Director or designee will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment.

### Procedures for the Use of Restraint

(complies with 603 CMR 46.04)

School-Level Supports

The school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. In addition, the school-level crisis team will participate in professional development focused on preventative measures to prevent student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

The crisis team along with teachers and other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting and/or leadership team meeting to plan interventions and support for students. The meetings will include school counselors, school nurses, administration and if necessary the school counselor as a resource to plan appropriate interventions and support for the students.

For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required physical restraint, the Team should develop a safety behavior intervention plan or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least 2x monthly), etc. for the purpose of assessing progress and making necessary adjustments. Teams can request a functional behavioral assessment (FBA) or Safety Assessment and can refer to outside agencies if needed. School staff should utilize the school district's various tools to help students who are exhibiting aggressive behavior.

### General De-Escalation Guidelines

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.

Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.

Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

### Proper Administration of Physical Restraint

All physical restraints, including prone restraint, where permitted, shall be administered in compliance with 603 CMR 46.05.

(1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a 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.

(2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff

members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

(4) Duration of restraint. All physical restraint must be terminated 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.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so 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.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Executive Director or her designees. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff 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.

(e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Individual student review. The Executive Director or her designees 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 Executive Director or her designees shall convene one or more review teams as the Executive Director or her designees deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
- 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;
- 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;
- agreement on a written plan of action by the program.

If the Executive Director directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The Executive Director or her

designees 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.

Administrative review. The Executive Director 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 Executive Director or her designees 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.

Report all restraint-related injuries to the Department. 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 report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the Executive Director or her designees pursuant to 603 CMR 46.06(2) 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 program of any required actions within 30 calendar days of receipt of the required written report(s).

Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

### Prohibitions on the Use of Physical Restraint

(Complies with 603 CMR 46.03)

All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

**Prohibited.**

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

- **Seclusion** 603 CMR 46.02 defines seclusion as: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The key elements of this definition are two factors considered together, (1) the student is alone with no staff present or immediately available; and (2) the student is prevented from leaving the area. **The use of seclusion is prohibited in Massachusetts.**

Physical restraint shall not be used:

- As a means of discipline or punishment;
- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a 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; or
- As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Nothing in Banneker's Policies prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

### Alternative Interventions PRIOR to Physical Restraint

Physical restraint shall not be used unless a less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff; such as (but not limited to) active listening, verbal directive to change behavior, loss of class rewards/privileges, physical escort to a separate space or time out interventions as defined in (603 CMR 46.02)

For time out interventions, as defined can include inclusionary time out or exclusionary time out. When exclusionary time out interventions are in place, the student is continuously observed and monitored for safety and meeting needs. Should exclusionary time out approach 30-minutes, the Executive Director or designee must be notified for continuance. A physical escort may be needed for a child in distress as defined by (603 CMR 46.02) to assist guidance of the student to alternative locations for the purposes of calming. During an exclusionary time-out, the student must be continuously observed by a staff member; and must be with the student or immediately available to the student at all times; The space used for exclusionary time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Exclusionary time-out must cease as soon as the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.

If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed.

### Methods for Engaging Parents

Any parent with concerns about the use of physical restraint at Benjamin Banneker Charter Public School may request a meeting with the Executive Director to discuss such concerns.

**Report to Parent(s) of Physically restrained student:**

- The Executive Director of designee shall make reasonable efforts to verbally inform the student's parent of the physical restraint within twenty-four (24) hours.
- The Executive Director of designee shall provide the parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the parent has provided the district with an email address.
- The parent and or student may respond to the Executive Director or designee to comment on the use of the physical restraint and the information in the written report. The parent and./or student may also pursue the Complaint Procedure described below.

Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately, may also make use of the Grievance procedure described below.

### Ensuring Trained Staff Are Available:

At the beginning of each school year, the Executive Director or his or her designee shall identify program staff who 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. Training will be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

All employees will be trained at the beginning of the academic year with respect to the School's restraint policy. For employees hired after the school year begins, within a month of their employment.

- The role of the student, family, and staff in preventing restraint;
- The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- When behavior presents an emergency that requires physical restraint, the types of permitted physical 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;

Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:

● Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
● A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
● The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
● Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
● Demonstration by participants of proficiency in administering physical restraint; and,
● Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

## Reporting Requirements When Physical Restraint is Used

Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

**Report to Executive Director**

- Staff shall verbally inform the Executive Director of any physical restraint as soon as possible, and by written report within (1) school day.
- The Executive Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

**Report to the Department of Elementary and Secondary Education (DESE)**

- Whenever a physical restraint results in injury to the student or any school community member, the district shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past (30) days will also be provided to DESE.
- Benjamin Banneker Charter School will also report physical restraint data annually to DESE as directed by DESE.

**Report to Law Enforcement and Other State Agencies:**

- Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
- Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L.,c119 51A.

## Contents of the Written Report

The written report required by 603 CMR 46.06(2) and (3) shall include:

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

Executive Director or her designees or designee who was verbally informed following the restraint; and, as applicable, the name of the Executive Director or her designees or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

- 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.
- 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.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- 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.

## Complaint Procedures Regarding the Use of Physical Restraint

**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 Executive Director or her designees 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 Executive Director or her designees within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above . The Executive Director or her designees 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.

**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 Executive Director. The student and/or his/her parent/guardian should submit this letter to the Executive Director within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed above in Section IV (F)(2). 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 Executive Director, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Executive Director and/or its designees 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 Executive Director and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the individual who filed the complaint regarding the

outcome of its investigation and its determination as to whether any corrective action is warranted will be contacted.

**Other Complaint Processes also Available**

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, gender, ancestry, national origin, ethnicity, religion, age, disability, marital status, sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Benjamin Banneker Public School/Charter School Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.

### Definitions (603 CMR 46.02)

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

**Commissioner** shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.

**Consent** shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

**Department** shall mean the Department of Elementary and Secondary Education.

**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.

**Medication restraint** shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

**Parent** shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

**Physical escort** shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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

**Executive Director or her designees** shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as Executive Director or her designees for purposes of 603 CMR 46.00.

**Prone restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

**Public education programs** shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within the Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

**School Working Day** shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

**Seclusion** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

**Time-out** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

## Safety Memo(s)

This memo is to provide annual notification and identification of the presence of asbestos at the Benjamin Banneker Charter Public School

In October 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into law. It required the Environmental Protection Agency to develop regulations to provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools. Some of these rules require school divisions to inspect for asbestos, develop asbestos management plans, and implement response actions.

The Benjamin Banneker Charter Public School facilities have been tested for asbestos by an accredited firm, Fuss & O'Neill Enviro-science, LLC 50 Redfield Street Suite 100, Boston, MA. Management plans have been prepared and implemented by Robert May Jr.

Results of the testing and analysis have shown that minimal asbestos is present on pipes, ductwork, boilers, and in floor tile in school and administration buildings not readily accessible by students and staff. The Management Plan, which includes laboratory reports, is available at the school's front desk or facilities department.

The BBCPS management plan and documents have been filed with the state of Massachusetts EPA department, Questions regarding this information may be addressed by Executive Director Sherley Bretous or Building Manager Sean Rahim.

## Appendix D – Parent Contract (Required)

### Title 1 Parent Compact

This School-Parent Compact outlines how the school staff, parents, and students will share the responsibility for improving student academic achievement, and how the school and parents will build and develop a partnership to help children achieve the state's high standards:

### School Responsibilities

The school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment.
2. Hold parent-teacher conferences (at least once a year), during which this compact will be discussed.
3. Provide parents with regular reports on their child's academic progress.
4. Offer reasonable access to school staff for consultation.
5. Provide parents opportunities to volunteer and participate in classroom activities.
6. Engage parents in planning, reviewing, and improving school programs and the compact itself.
7. Distribute this compact in a format and language that parents can understand.

### Parent Responsibilities

As a parent or guardian, I will support my child's learning in the following ways:

- Ensure my child attends school regularly and on time.
- Monitor homework and provide a quiet place to study.
- Read with my child and encourage independent reading.
- Communicate regularly with my child's teachers.
- Participate in school functions, such as parent-teacher conferences, workshops, and decision-making groups when possible.
- Stay informed about school activities and check notices sent home.

### Student Responsibilities

As a student, I will:

- Attend school every day and be on time.
- Complete all homework and ask for help when I need it.
- Read daily outside of school.
- Follow the school rules and be respectful to others.
- Participate in class and take responsibility for my learning.

Acknowledgment and Signature

We understand that this compact outlines the shared responsibilities for student achievement and we commit to working together to support the student's success.

_____

Child's Name

_____

Homeroom Teacher/Grade

_____ _____

Parent Signature Date

**Please fill out and return to homeroom teachers.**