

**TABLE OF CONTENTS**

<b>MISSION STATEMENT AND CREED.....</b>	<b>1</b>
<b>ACADEMIC PROGRAM.....</b>	<b>2</b>
Overview of Calendar and Assessments	2
Standards for Promotion	2
Report Cards	3
Tutoring, Saturday School, and Summer School	4
Special Needs	4
Limited English Proficiency	4
<b>CLASSROOM POLICIES.....</b>	<b>5</b>
Student Supplies	6
Common Blackboard Configuration	6
Common Homework Policy	6
Homework Hotline	6
Major Assignments and Exams	7
Posting of Student Work	7
<b>STUDENT LIFE.....</b>	<b>8</b>
Advisory	8
Enrichment	8
Community Meeting	8
Daily Schedule	8
<b>COMMUNITY.....</b>	<b>9</b>
Family Involvement Activities	9
Family Involvement Committee (FIC)	9
Staff Biographies	9
Board of Trustees	14
<b>ATTENDANCE POLICY.....</b>	<b>15</b>
<b>STUDENT CODE OF CONDUCT.....</b>	<b>16</b>
Disciplinary Offenses	16
Procedures for Disciplinary Action	19
Discipline of Students with Special Needs	21
<b>INTERNET CONTENT FILTERING POLICY AND USE OF TECHNOLOGY.....</b>	<b>23</b>
<b>DRESS CODE.....</b>	<b>24</b>
<b>GENERAL INFORMATION &amp; POLICIES.....</b>	<b>26</b>
<b>SCHOOL CALENDAR.....</b>	<b>Appendix</b>

## MISSION STATEMENT

Roxbury Preparatory Charter School, a public school, prepares its students to enter, succeed in, and graduate from college. Roxbury Prep is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life's possibilities; and 3) a community network supports student academic, social, and physical well-being. Roxbury Prep helps students gain admission to outstanding public and private college preparatory high schools.

To prepare students for success in college and beyond, the Roxbury Prep community adheres to the following values:

### School Creed

---

To prepare students for achievement at Roxbury Preparatory Charter School at Lucy Stone Campus, college and beyond, we believe that it is essential that we foster a positive school culture that values *scholarship, time, responsibility, integrity, dignity, excellence and success*. These core values guide our work, our daily interaction and help Roxbury Preparatory students make **STRIDES** toward achieving our mission. We refer to these seven creeds as the R.P.C.L.S. S.T.R.I.D.E.S. and they are as follows:

**Scholarship:** We believe that obtaining college degrees will empower us to create the lives we want for ourselves. **We put school first.**

**Time:** We believe that how we use our time today will impact our own as well as our families' lives tomorrow. **We use our time wisely.**

**Responsibility:** We believe that we are accountable for our actions and our words. **We make no excuses.**

**Integrity:** We believe that we become better people when we are honest about who we are and what we know. **We tell the truth.**

**Dignity:** We believe that each one of us is valuable and deserves encouragement. **We build each other up.**

**Excellence:** We believe that we can be our best and do our best a hundred-percent of the time. **We let our light shine.**

**Stamina:** We believe that with determination there is no limit to what we can achieve for ourselves and our communities. **We make a way out of no way.**

## ACADEMIC PROGRAM

### OVERVIEW

#### ***Academic Courses***

The academic year is divided into four quarters. All academic courses are one academic-year long. The middle school core curriculum includes courses in:

- Health
- History (6<sup>th</sup> Grade only)
- Math (2 classes)
- Physical Education
- Reading
- Science
- Writing
- Performing Arts

#### ***Academic Assessments***

##### Standardized Tests

- The school prepares students to succeed on standardized tests required for high school graduation (MCAS) and essential for success in college (ISEE, SSAT, SAT, SAT II).
- Standardized test scores are used to help teachers develop strategies to improve the academic achievement of each student.

##### Comprehensive Assessments

Comprehensive assessments are administered four times per academic year: They are at the end of each of the first quarter to measure student progress and at the end of the academic year to determine promotion.

*Writing, History, and Science classes have **two** comprehensive assessments per quarter.*

- A project comprehensive assessment (“**project comp**”) that assesses students’ ability to independently apply key concepts learned in class.
- An exam comprehensive assessment (“**exam comp**”) that measures mastery of the course standards

*Math and Reading classes have one comprehensive assessment per quarter:*

- An **exam comp** that measures mastery of the course standards

### STANDARDS OF PROMOTION

#### ***Grading Scale***

The standard grading scale for all academic courses is as follows:

A+ =	97 – 100	B+ =	87 – 89	C+ =	77 – 79	D+ =	67 – 69	F =	Below 60
A =	93 – 96	B =	83 – 86	C =	73 – 76	D =	63 – 66		
A- =	90 – 92	B- =	80 – 82	C- =	70 – 72	D- =	60 – 62		

Grades of Pass or Fail are given for Physical Education.

- **First, second and third quarter grades are determined as follows:**  
**80%** of the trimester grade: each student’s grades for coursework including homework, tests and quizzes, projects/labs/essays, and class participation  
**20%** of the quarter grade: an average of each student’s grades on

comprehensive assessments.

- **Fourth quarter grades are determined as follows:**  
**100%** of the fourth quarter grade: each student’s grades for coursework including homework, tests and quizzes, projects/labs/essays, and class participation
- **Final grades for each class are determined as follows:**  
**80%** of the final grade: an average of each student’s grades for the four quarters.  
**20%** of the final grade: an average of each student’s grades on the final compositions

The following chart details the system for calculating grades:

<u>Quarter I</u>	<u>Quarter II</u>	<u>Quarter III</u>	<u>Quarter IV</u>	<u>Final Grade</u>
<b>80% coursework</b> Homework, tests and quizzes, projects, labs, essays, and class participation	<b>80% coursework</b> Homework, tests and quizzes, projects, labs, essays, and class participation	<b>80% coursework</b> Homework, tests and quizzes, projects, labs, essays, and class participation	<b>100% coursework</b> Homework, tests and quizzes, projects, labs, essays, and class participation	<b>80% from averaging all Quarter grades</b>
<b>20% Comps</b> Quarter I written project and test	<b>20% Comps</b> Quarter II written project and test	<b>20% Comps</b> Quarter III written project and test		<b>20% from Final Comps</b>

Students earn course credit and promotion by passing both their coursework and comprehensive assessments (“Comps”) for each class:

- A student who does not have a passing final average of 60% a class does not earn credit for the course.
- Students need to earn 6 credits per year in order to be promoted to the next grade level.

**Consequences of not receiving credit for the year:**

- Students who receive final comprehensive assessment averages and/or final averages below 60% are required to attend Summer School unless it is determined that the student must repeat the grade in the following academic year.
- If a student does not receive credit for three or more courses, that student will repeat the grade in all classes.

## REPORT CARDS

### *Progress Reports (7)*

Students receive mid-quarter progress reports that include:

- Information on student progress in each grading category for each class (e.g., tests/quizzes, homework, class participation, lab reports, etc.)
- Grades for coursework to date in each class

### *Quarter Report Cards (4)*

Students receive quarter report cards that include:

- A grade for the quarter’s coursework and comprehensive assessments

- An overall grade for academic performance during the quarter in each class

### ***Final Report Cards (1)***

Students receive final report cards that include:

- Average coursework grades for each quarter and for the year
- Final comprehensive assessment grades
- Final grades for each class

### **TUTORING, SATURDAY SCHOOL, AND SUMMER SCHOOL**

- At the discretion of teachers, the Principal, or Director of Operations, students may be required to attend tutoring or study sessions at any time during the school day or after school.
- To improve academic performance, students are subject to being assigned to mandatory after-school tutoring, Saturday School, and/or Summer School.
- Students who receive final averages below 60% are required to attend Summer School unless it is determined that the student must repeat the grade in the following academic year.
- Students who pass their courses and final comprehensive assessments, but demonstrate academic skill deficiencies may be required to attend Summer School at the discretion of the Principal and Director of Operations.
- Students are responsible for transportation home when they are assigned to mandatory after-school tutoring and for transportation to and from Saturday School and/or Summer School.
- A student who does not attend tutoring, Saturday School, and/or Summer School when required is subject to detention, suspension, and/or expulsion.

### **SPECIAL NEEDS**

The school provides special education services for students in accordance with state and federal special education laws, M.G.L. c.71B, and the Individuals with Disabilities Education Act (IDEA) and the regulations implementing those laws. Learning specials, in coordination with the Director of Special Education and English Language Learners:

- Maintain all special education records in accordance with state and federal law
- Schedule all annual IEP reviews
- Organize professional development for teaching staff
- Support teachers in making appropriate curriculum and instruction modifications

### **LIMITED ENGLISH PROFICIENCY**

The school provides services for students with limited English proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The Director of Special Education and English Language Learners is responsible for overseeing students with limited English proficiency and supports teachers in both instruction and curriculum.

## CLASSROOM POLICIES

### STUDENT SUPPLIES

Roxbury Prep Lucy Stone will provide a starter set of school supplies to each student. The following is a list of supplies all students are expected to have each day of school:

- 2 #2 pencils
- 1 eraser
- 1 3-inch D-ring binder
- Subject dividers
- 1 ruler
- 1 two pocket folder for homework
- 1 two pocket folder for family communication

Please be aware that additional items may be required later in the year, but the above items will be provided on the first day of class. All students also are required to carry a Weekly Planner in their homework folder with homework assignments and due dates. Students' binders are checked periodically to ensure organization. Students will maintain a table of contents for each section of their binders.

Unless otherwise indicated by students' teachers, students are only allowed to submit classwork, homework, and/or major assignments in pencil.

### COMMON BLACKBOARD CONFIGURATION

At the beginning of every class the following items are on each blackboard:

- The specific and measurable **"Aim"** for the day (connected to the school standards)
- The **"Do Now,"** or opening activity which immediately engages students in writing for two to five minutes
- The **"Agenda,"** or list of the activities for the class period
- The **"Homework"** assignment due the following day

### COMMON HOMEWORK POLICY

Students are assigned homework daily for each of their academic classes. In total, students will have approximately two hours of homework every evening, including weekend homework. Any student who has not completed a homework assignment receives a demerit. For homework submitted by the start of class the next day, students may receive a maximum of 50% credit at the discretion of each teacher.

### HOMEWORK HOTLINE

If a student is absent or wants to ensure that s/he correctly recorded the homework for the day, s/he can call the school after 5:00 PM to listen to the current day's assignments recorded on the school's voice-mail system.

### **MAJOR ASSIGNMENTS AND EXAMS**

In general, students will have a maximum of two major assignments (e.g. tests, essays, projects) due on any given day. If a student is absent on the day of an exam or quiz, the student should be prepared to take the exam or quiz the day s/he returns.

### **POSTING OF STUDENT WORK**

Teachers and administrators periodically post exemplary student work.

## STUDENT LIFE

### ADVISORY

Roxbury Preparatory Charter School – Lucy Stone staff members also serve as advisors for a small group of students. Families communicate regularly with their child’s advisor regarding their child’s academic progress.

The advisory curriculum is taught once a week during extended advisory time. The curriculum is based on the school creed and is integral in developing a culture of achievement at RPLS. During advisory, students practice being reflective and articulating their beliefs; they build a sense of community with their peers and teachers; they develop their ability to have thoughtful discussion with their peers; they learn how to be positive players in their own education and they hone their literacy skills.

Teachers serve as advisors. Advisors are responsible for:

- Teaching the Character Development Curriculum
- Taking attendance and lunch orders
- Supervising breakfast, lunch, and dismissal
- Regular communication with students’ families

### COMMUNITY MEETING

Every Friday, students and teachers gather for a Community Meeting. Community Meeting:

- Is led by students
- Celebrates students’ academic achievement
- Provides opportunities for students to share what they are learning in their classes
- Includes performances prepared by students’ extended day Enrichment classes
- Enables students’ parents and families, supporters of the school, and members of the community to see what our students are accomplishing



**DAILY SCHEDULE 2012-2013 (subject to change)**

***Mondays through Thursdays***

**Breakfast**

7:30 AM - 7:45 AM

**1st Period**

7:47 AM - 8:42 AM

---

**2nd Period**

8:44 - 9:39

**Break**

9:39 - 9:47

---

**3rd Period**

9:49 - 10:44

**4th Period**

10:46 - 11:41

**Guided Reading**

11:41 - 12:06

---

**Crates**

12:07 - 12:11

---

**Changing Rooms**

12:11 - 12:15

---

**Lunch**

12:15 - 12:38

---

**5th Period**

12:40 - 1:35

**6th Period**

1:37 - 2:32

**Break**

2:32 - 2:40

**Get Ahead Block**

2:42 - 3:13

**7th Period**

3:15 - 4:10

*Fridays*

**Breakfast**

7:30 AM - 7:45 AM

**1st Period**

7:47 AM - 8:42 AM

---

**2nd Period**

8:44 - 9:39

**Break**

9:39 - 9:47

---

**3rd Period**

9:49 - 10:44

**4th Period**

10:46 - 11:41

**Get Ahead Block**

11:41 - 12:15

**Lunch**

12:17 - 12:39

**Community Meeting**

12:45 - 1:25

---

## THE RPLS COMMUNITY AND FAMILY ENGAGEMENT

RPLS is committed to establishing strong positive working relationships with our students' families. The central way we help to foster a productive partnership between RPLS staff and RPLS families is by identifying and opening the lines of communication with families about RPLS students' academic and social progress. The following is a list of established ways of RPLS teachers communicate with families:

- Bi-weekly telephone conversations between advisors and teachers
- Quarterly family-teacher conferences
- Printed Progress Reports
- Weekly Student Planner

RPLS also encourages RPLS families to become involved in supporting the success of RPLS students by:

- Communicating regularly with their child's advisor
- Attending family-teacher conference meetings
- Visiting student classes
- Using Weekly Student Planner to ensure their child completes all homework assignment daily
- Attending community events such as the weekly Community Meeting

### Family Involvement Committee

Although the job of making decisions about school policy belongs to the Board of Trustees and the School Leaders, family involvement is not only welcomed but also absolutely necessary for the success of the school. All families are encouraged to participate in the Family Involvement Committee.

The FIC:

- Connects families to volunteer opportunities at the school
- Works closely with School Leaders to host the "Dinner on Us" forums throughout the academic year
- Develops and implements special programs to build a supportive learning community for RPLS families
- Sponsor events for the entire school community
- Works with the Director of Development to raise funds for RPLS
- Provides summer enrichment opportunities
- Assists with student recruitment and new family orientation
- Chaperones field trips and volunteers at school events

## BOARD OF TRUSTEES FAMILY TRUSTEE

Family members who are interested in serving as a member of the Board of Trustees can submit a letter of interest to the Board of Trustees. The Board of Trustee selects, interviews, and votes on all candidates.

## STAFF BIOGRAPHIES FOR 2012-2013

School Leaders:

**Debby Saintil Previna** is the **Principal** at Roxbury Prep, Lucy Stone. She previously was a founding teacher at Roxbury Preparatory Charter School, Mission Hill campus where she served as the seventh and eighth grade History teacher and Graduate Services Coordinator. Previously to joining Roxbury Prep, she taught history in Boston Public Schools. Dr. Debby Saintil Previna is a Rockefeller Brothers Funds Fellow and holds a Bachelor degree in History from Wellesley College and a doctorate degree from Harvard Graduate School of Education.

**Oliver Truog** is the **Director of Operations** at Roxbury Prep, Lucy Stone. Mr. Truog has extensive experience in finance, operations, and administration, having started and managed several construction businesses. Mr. Truog worked in international development for 5 years, including two years in Ukraine privatizing collective farms. Previously, he served on the Board of Trustees of Highlawn Montessori School (KS). Mr. Truog holds a B.A. in Russian and Eastern European Studies from Middlebury College and an M.B.A. from the University of Chicago.

Staff

**Eleanor Allen** is the **school social worker** at Roxbury Prep, Lucy Stone. She has extensive experience in social services, legal services and counseling. She is a licensed clinical social worker with over 7 years in psychotherapy practice in Boston. Eleanor graduated from San Francisco State University with a degree in Interdisciplinary Social Science, has a Masters in Social Welfare from the University of California at Berkeley, and a juris doctorate from Northeastern University School of Law.

**Jason Armstrong** is the **5<sup>th</sup> grade Math teacher** at Roxbury Prep, Lucy Stone. Before joining the faculty at Roxbury Prep, Lucy Stone, Mr. Armstrong taught 6<sup>th</sup> grade math at Roxbury Preparatory Charter School for seven years. He holds an A.B. in Music from Harvard College and a Masters of Arts in Educational Studies at Tufts University.

**Khushboo Bindra-Rangwala** is the **5<sup>th</sup> grade Science teacher** at Roxbury Prep, Lucy Stone. Prior to joining the faculty at Roxbury Prep, Lucy Stone, Mrs. Bindra-Rangwala taught 9<sup>th</sup> and 10<sup>th</sup> grade Biology, Environmental Science, and Physical Science in Hartford, CT as a Teach for America Corps Member. She received both her B.S. in Biology and M.Ed. in Instruction and Curriculum from Northeastern University.

**Nikhil Bhatia** is a **6<sup>th</sup> grade Math Teacher** at Roxbury Prep, Lucy Stone. Previously, Mr. Bhatia taught 6<sup>th</sup> grade Math and 9<sup>th</sup> grade Physics as a Teach for America corps member in Chicago. Last year, Mr. Bhatia taught Biology at Chelsea High School outside of Boston. Before teaching, Mr. Bhatia graduated as a James Scholar in Political Science at the University of Illinois Urbana-Champaign.

**Jay Curtis** is the **5<sup>th</sup> grade Physical Education Instructor** at Roxbury Prep, Lucy Stone. Prior to working at Roxbury Prep, Lucy Stone, Jay worked as the Outreach Coordinator for at-risk youth in Princeton, New Jersey for five years. He has also worked with Princeton High School's Special Education Department, as well as served as an assistant coach for their football team. Jay received his B.S. from Springfield College in Sports Management.

**Molly Dilworth** is the **6<sup>th</sup> grade Writing teacher** at Roxbury Prep, Lucy Stone. Before joining the faculty at Roxbury Prep, Lucy Stone, Ms. Dilworth taught 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade English as a Second Language at Paul Revere Middle School in Houston, Texas as a Teach for America corps member. She holds an B.A. in American Cultural Studies from Bates College.

**Genna Drooker** is the **5<sup>th</sup> grade Math teacher** at Roxbury Prep, Lucy Stone. Prior to joining the faculty at Roxbury Prep, Ms. Drooker worked as an Instructional Support Staff at the Lynch Elementary School in Winchester, MA. She has also taught 6<sup>th</sup> grade math at the Mario Umama Academy in East Boston. Genna received both her B.S. in Business Administration and Master of Arts in Teaching in Mathematics Education from Boston University.

**Kate Funderburk** is the **6<sup>th</sup> grade Math teacher** at Roxbury Prep, Lucy Stone. Prior to working at Roxbury Prep, Lucy Stone, Kate taught 5<sup>th</sup> and 6<sup>th</sup> grade math and science at the Conservatory Lab Charter School in Brighton and high school mathematics at City on a Hill Charter Public School in Roxbury. She holds an A.B. in Archaeology from Harvard College and an M.A.T. in Secondary Mathematics Education from Simmons College.

**Katie Gallagher** is the **Office Manager** at Roxbury Prep Lucy Stone Campus. Prior to joining the staff at Roxbury Prep, Ms. Gallagher was the Manager of Education Programs at the Celebrity Series of Boston where she developed and cultivated artist residencies and various community events that connected students and the public to great artists such as the Alvin Ailey American Dance Theater, Mark Morris Dance Group, Audra McDonald, and Olympia Dukakis. She also was the Program Manager for Ailey Camp Boston, a free six-week summer dance camp for Boston middle school students, as well as its related after school program, ACT2. Ms. Gallagher holds a B.A. in Political Science and Russian/ East European Studies from Boston College.

**William Gilson, Jr.** is an **Individual Needs Teacher** at Roxbury Prep, Lucy Stone. Mr. Gilson joins the team after 23 years of classroom teaching experience having taught primarily in Boston Public Schools and exclusively urban settings. He earned an undergraduate degree from Middlebury College, a Master's degree in education from the Harvard Graduate School of Education, second Master's degree in special education from Simmons College and a Massachusetts teaching license in middle school General Science.

**Ashley Herring** is the **Performing Arts Teacher at Roxbury Prep, Lucy Stone.** Ashley Herring graduated from the University of South Carolina with a BA in African American Studies. She graduated from New York University with a MA in Educational Theatre. Her artistic background is professional storytelling and performing in musicals. While in New York, she was very fortunate to work on technical crews and as a stage manager for Off-Broadway musical and festivals. Ashley finds the most joy in assisting children explore their culture through theatre. Ashley is proud to be a part of Uncommon Schools and looks forward to fun and challenging times with scholars in theatre.

**Shradha M. Patel** is thrilled to be returning to Boston to join the Roxbury Prep Lucy Stone Campus as the **Dean of Curriculum and Instruction.** Prior to this, she was the Middle Academy Director at Excellence Boys Charter School, also part of Uncommon Schools. Before moving to New York, Shradha served as the 8<sup>th</sup> Grade History Teacher, Enrichment Coordinator, and Graduate Services Coordinator for 6 years at Roxbury Prep Mission Hill's campus. She graduated from Brown University with a Bachelor's Degree in Education and from Tufts University with a Masters' Degree in History.

**Valencia Patilla** is an **Apprentice Teacher** at Roxbury Prep (Lucy Stone Campus). Before working at Roxbury Prep, she was a second grade teaching intern at The Chestnut Hill School. Ms. Patilla

attended Emmanuel College, where she earned a B.A. in English, Communications, Media, and Cultural Studies.

**Sarah Riemens** is the **5<sup>th</sup> grade Reading teacher** at Roxbury Prep, Lucy Stone. Prior to joining the faculty at Roxbury Prep, Lucy Stone, Ms. Riemens taught 8<sup>th</sup> grade English and American history in East Los Angeles for four years. She holds a B.A in History and Psychology from Dalhousie University and a Masters of Arts in Education from Alliant International University.

**Meekerley Sanon** is the **6<sup>th</sup> grade Science teacher** at Roxbury Prep, Lucy Stone. Before coming to Roxbury Prep, Lucy Stone, Ms. Sanon completed her B.S. in Brain & Cognitive Sciences with a minor in Public Policy at Massachusetts Institute of Technology. While at MIT, Ms. Sanon conducted research in early childhood cognition at Boston's Science Museum and Boston's Children Museum. In addition, Ms. Sanon completed a teaching practicum at the John D. O'Bryant School of Math and Science in Boston and received her teacher certification through the MIT-Wellesley Teacher Education Program.

**Marisa Segel** is the **5<sup>th</sup> grade Writing teacher** at Roxbury Prep, Lucy Stone. Ms. Segel served as a 6<sup>th</sup> and 8<sup>th</sup> grade Reading teacher at Roxbury Prep, Mission Hill campus. Prior to entering the teaching profession, Ms. Segel had a career in producing educational media, co-founding Goslabi Productions. Ms. Segel received her B.A. in American History from Barnard College and her M.Ed. in Technology, Innovation, and Education from Harvard University.

**Erin Stiling** is the **Reading teacher** at Roxbury Prep, Lucy Stone. Previously, Ms. Stiling served as a Learning Specialist and ELE administrator at Roxbury Prep, Mission Hill campus. Ms. Stiling also served as an Education Pioneers Fellow for Boston Public Schools and a Reading Specialist Intern at the Baldwin School in Cambridge, MA. She taught second and third grade at Henderson Elementary School in Chicago as a Teach For America Corps Member. Ms. Stiling holds a B.A. in American Studies and History from Northwestern University, and a M.Ed. from Harvard University in Language and Literacy.

**Marisa Taylor** is a **5<sup>th</sup> grade Writing Teacher** at Roxbury Prep Lucy Stone Campus. Ms. Taylor previously worked as a 5<sup>th</sup> through 8<sup>th</sup> grade Teacher at Mother Caroline Academy and Education Center in Dorchester. Ms. Taylor holds a B.A. in Film and Communications from Fairfield University and a Masters in the Arts of Teaching from Emmanuel College.

**Korey Whitfield** is the **6<sup>th</sup> Grade Social Studies Teacher** at Roxbury Prep, Lucy Stone. He has over 15 years of experience in the field of education, primarily with Brookline Public Schools. Previously to joining Roxbury Prep, he worked with scholars, educators, and community leaders throughout the United States, assuming a myriad of roles for several organizations and institutions, serving as mentor, tutor, coach, instructor, recruiter, teacher, researcher and administrator. Mr. Whitfield holds a B.S. in Sociology and Education from Northeastern University and an Ed.M. in Learning and Teaching from Harvard Graduate School of Education.

**BOARD OF TRUSTEES**

<b>Trustee Name</b>	<b>Board Position</b>	<b>Term/Tenure</b>
Ms. Carol Anderson	Trustee	Elected: September 2010 Term Ends: September 2013
Mr. George Anderson	Vice Chairperson	Elected: June 2007, June 2010 Term Ends: 2013
Ms. Hope Crosier	Trustee	Elected: June 2012 Term Ends: June 2015
Mr. Russell Franks	Trustee	Elected: June 2012 Term Ends: June 2015
Ms. Mayeti Gametchu	Trustee	Elected: June 2009, June 2012 Term Ends: June 2015
Ms. Brenda Harley	Parent Trustee	Elected: September 2012 Term Ends: June 2015
Ms. Nadine Hill	Parent Trustee	Elected: March 2012 Term Ends: June 2013
Ms. Sarah Kraus	Trustee	Elected: June 2012 Term Ends: June 2015
Ms. Julie Joyal	Trustee	Elected: September 2008, June 2011 Term Ends: June 2014
Mr. Richard McQuaid	Trustee	Elected: June 2011 Term Ends: June 2014
Mr. Tarlin Ray	Trustee	Elected: September 2012 Term Ends: September 2015
Mr. William Schawbel	Trustee	Elected: June 2011 Term Ends: June 2014
Mr. Greg Shell	Chairperson	Elected: June 2007, June 2010 Term Ends: June 2013
Mr. Marvin Venay	Trustee	Elected: June 2012 Term Ends: June 2015
Mr. Robert Waldron	Trustee	Elected: June 2011 Term Ends: June 2014

## ATTENDANCE POLICY

Attendance is vital for the well-being of individual students and for the school community. For that reason, the school enforces the following attendance policy:

- Parents and guardians are encouraged to ensure that their children regularly attend school and are strongly discouraged from scheduling appointments for their children during school hours.
- Parents or guardians should call the school as early as possible, but no later than 7:30 AM, if their children cannot be at school for any part of the day.
- Absences are excused at the discretion of the school leaders only in the case of a verified illness, religious observance, court appearance, or school-imposed disciplinary action (i.e., suspension).
- Immediately upon returning to school, each student must submit to the Office Manager a detailed note—signed by a parent or guardian—that verifies the date(s) of absence(s) and explains the reasons for the absence(s). **Unless such a note is submitted the day of the student's return to school, the absence(s) may be considered unexcused.**
- Unexcused absences are never acceptable and may result in at least a .25% reduction in the student's final grade for each class missed. More than three unexcused absences in a quarter may result in no credit and a zero percent average in each class for the quarter. More than seven unexcused absences in a school year may result in no credit for the year. A student may appeal his or her no-credit status to the Principal or Director of Operations.
- It is incredibly important for students to arrive at school on time each day. Unexcused tardies are never acceptable. Three unexcused tardies may result in at least a .25% reduction in the student's final grades.
- A student may be assigned disciplinary consequences, including demerits or detention, pursuant to the disciplinary code, for being tardy and/or for unexcused absences.
- A mandatory family meeting with the Director of Students and/or the School Leaders may be required for any student with 3 or more unexcused absences or tardies.
- The school may involve agencies, the police, the judicial system, and/or other authorities if a student is repeatedly late to or absent from school.
- A student who is absent is responsible for calling the Homework Hotline and submitting homework the day after s/he returns to school.
- A student who misses five or more consecutive days of school without notifying the school or who enrolls in another school is subject to being unenrolled. In addition, parents may withdraw students verbally or in writing.



## STUDENT CODE OF CONDUCT

Roxbury Preparatory Charter School campuses provide a safe and structured environment that promotes students' academic and social development. The disciplined environment is largely responsible for the school's academic success. Students who fail to meet the clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others. Students are held accountable through clear consequences for violating the school's rules.

### DISCIPLINARY OFFENSES

A disciplinary offense is a violation of the Code of Conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school. School-related disciplinary offenses may include misconduct outside of school which makes another Roxbury Prep student feel unsafe at school.

**Disciplinary offenses result in consequences subject to the discretion of the Principal, Director of Operations or their designee(s)** and may include demerits, detention, school service/cleaning, loss of school privileges, denial of school-provided transportation, Homework Center, Saturday School, extended detention, out-of-school suspension, and/or expulsion (certain expulsions may be subject to the discretion of the Board of Trustees as outlined below in "Procedures for Disciplinary Action"). The list of punishable offenses is not exhaustive, but provides examples of prohibited conduct. These rules and regulations may be supplemented by teachers' rules for classes and other school events. Repeated infractions resulting in demerits and/or detention may lead to suspension and repeated suspensions may lead to expulsion. Suspended students are not entitled to participate in school activities. In addition, any breaches of state or federal law may be handled in cooperation with the Boston Police Department or other authorities. Infractions of the Code of Conduct include:

#### 1) Disrupting the School Environment

- 1.1 Arriving Late to School or Class:** Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class.
- 1.2 Cutting School, Class, Detention, Homework Center, or Mandatory School Events:** Students are required to attend all academic and Enrichment classes, assigned detention, assigned Homework Center, assigned Saturday School, assigned Summer School, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.3 Misbehaving on School-Provided Transportation:** Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case students and parents are responsible for travel to and from school) in addition to demerits, detention, suspension, expulsion, and/or other consequences. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.

- 1.4 Blocking Access to any Part of the School Building:** Students are not permitted to block access to any room or part of the school building. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.5 Violating the Dress Code:** Parents must pick up children who are not properly dressed for school, bring the missing Dress Code items to the school, or authorize the student to return home to retrieve the necessary items as students may not be permitted to attend class. Violations of the dress code also may result in additional disciplinary consequences.
- 1.6 Gum, Food, and Beverages:** Students may not chew gum. Students may not eat or drink at unauthorized times or places.
- 1.7 Talking in the Hallway:** Students are not permitted to talk in the hallway during period changes without permission from a teacher.
- 1.8 Disrupting Class and Preventing Teaching:** The school can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.9 Arriving to Class Unprepared:** When class begins, students must be prepared and have all necessary materials (books, organized binder, paper, pen, pencil, etc.).
- 1.10 Failing to Complete Homework:** Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.
- 1.11 Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.12 Failing to Submit a Required Signature:** Students are required to secure the signature of a parent/guardian on homework assignments or school forms when requested.
- 1.13 Forgery:** Students may not forge a signature.
- 1.14 Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.
- 1.15 Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.16 Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.17 Possession of Inappropriate Property:** Students cannot possess beepers, walkmen, CD players, iPods, MP3 players, cell-phones, cameras, laser pointers, electronic equipment, electronic games, printed images, text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated irrespective of any costs or fees students and/or their families may incur as a result. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.18 Gambling:** Gambling or betting is not tolerated.
- 1.19 Misbehaving inside or outside of Class:** Misbehavior inside or outside of class (at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity) is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

- 2) **Assault, Battery, Bodily Harm, Inappropriate Touching, and/or Threats (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion)**
  - 2.1 **Causing Bodily Harm:** Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person with a weapon or dangerous object.
  - 2.2 **Committing Assault or Assault and Battery:** Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person
  - 2.3 **Fighting:** Roxbury Prep students may not fight with other students—from Roxbury Prep or any other school.
  - 2.4 **Playfighting:** Playfighting threatens the safety of the community. Students may not playfight
  - 2.5 **Threatening:** Threats, even if expressed without clear intent or means, endangers others and the community. Students must not make threats of any kind.
  - 2.6 **Setting off a False Alarm:** Students may not intentionally set off a false alarm.
  - 2.7 **Unwanted or Inappropriate Physical Contact:** Touching another student without consent or an inappropriate manner is not allowed.
  - 2.8 **Engaging in Sexual Activity:** A student may not engage in sexual activity of any kind.
- 3) **Possession or Use of Firearms, Weapons, and/or Dangerous Objects (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion)**
  - 3.1 **Possession or Use of a Firearm:** Students may not possess or use a firearm.
  - 3.2 **Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm.
  - 3.3 **Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or his/her property.
  - 3.4 **Arson:** Students may not set a fire.
- 4) **Possession, Use, or Distribution of Controlled Substances, Alcohol, and Tobacco (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion)**
  - 4.1 **Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the Nurse or Office Manager by a parent or guardian with a doctor-signed Medication Authorization Form. Students may not be in possession of prescribed or over-the-counter drugs.
  - 4.2 **Selling or Transferring Drugs or Alcohol:** Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance.
  - 4.3 **Using or Possessing Tobacco Products:** The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.
  - 4.4 **Selling or Transferring Tobacco Products:** Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.
- 5) **Harassment and Violations of Civil Rights (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion)**
  - 5.1 **Violating the Civil Rights of Others:** Students may not violate the civil rights of others.
  - 5.2 **Harassment:** Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any

members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.

**5.3 Abusive or Profane Language or Treatment:** Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

**6) Theft or Vandalism (in addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion)**

**6.1 Theft, Loss, or Destruction of Personal or School Property:** Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

**6.2 Mistreatment or Inappropriate Use of Technology or School Property:** Students must treat computers, printers, and other technology with care. The school does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students are prohibited from using school telephones. In the event of an emergency, students may be allowed to use school telephones, but only at the discretion of school staff members. Students must not mistreat other school property.

**7) Failure to Comply with School-Imposed Consequences:** Students must comply with school-imposed consequences, including but not limited to detention, Homework Center, Saturday School, Summer School, school service, suspension from school and/or temporary or permanent denial of school-provided transportation. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

**8) Repeated Violations of the Code of Conduct:** In addition to facing other disciplinary consequences, any student who repeatedly commits one or more of the offenses listed in the Code of Conduct also is subject to long-term suspension and/or expulsion.

## PROCEDURES FOR DISCIPLINARY ACTION

### *Demerits and Detention*

If a student commits an offense that calls for the assignment of demerits, detention, school service/cleaning, Saturday School or other in-school disciplinary action, s/he is subject to the following:

- The staff member addresses the conduct and assigns an appropriate consequence. The staff member may refer the matter to a school leader for review and possible additional disciplinary action. The consequences are implemented at the discretion of the Principal, Director of Operations, or their designee(s).
- If necessary, the student is removed from class.
- For every three demerits a student receives in a week, s/he serves after school detention on a date determined by the school. If a student receives 12 or more demerits in a week, s/he will serve in-school consequences. If a student receives 18 or more demerits in a week s/he will serve an out-of-school suspension at the discretion of the Principal or Director of Operations. A student who repeatedly receives 12 or more demerits in a week is subject to expulsion.

- Students who do not have their full morning uniform (tie, blue oxford shirt, vest etc.) by 7:45 AM will receive a detention. Parents must pick up children who are not properly dressed for school, bring the missing Dress Code items to the school, or authorize the student to return home to retrieve the necessary items as students may not be permitted to attend class without the proper uniform. Students who do not have their full PE uniform by changing time will receive a detention. Students who have their full morning uniform with them but are not fully dressed (including shoes, tie, belt, etc.) by 7:45 AM, will be considered tardy and will receive a demerit.
- Students are responsible for transportation home when they are assigned to tutoring and for transportation to and from Saturday School.
- If the incident is not resolved or occurs again, further disciplinary action is taken. A parent or guardian may be required to meet with an administrator regarding infractions prior to a student's return to school.

#### Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him or her.
- The Principal, Director of Operations, or designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Principal, Director of Operations, or designee.
- A parent or guardian may be required to meet with an administrator regarding infractions prior to a student's return to school.

#### Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The parent/guardian is notified by the Principal, Director of Operations, or designee.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
  - charges and a statement of the evidence
  - date, time and place of a hearing
  - notice of the right at the hearing to:
    - be represented by legal counsel (at the student's/parent's own expense)
    - present evidence and question witnesses
- After hearing the case, the Principal, Director of Operations, or designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion. The appeal is heard, at the discretion of the Board Chairperson, by the Principal, Director of Operations, or designee who did not serve as the initial Hearing Officer or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson). In such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the:
  - charges and a statement of the evidence
  - date, time and place of a hearing

- notice of the right at the hearing to:
  - be represented by legal counsel (at the student's/parent's own expense)
  - present evidence and question witnesses

Pursuant to M.G.L. c.71, §37H and M.G.L. c.71, §37H1/2, a Co-Director is vested with the authority to suspend or expel:

- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife;
- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin;
- 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;
- A student charged with or convicted of a felony.

When a student is expelled under the provisions of M.G.L. c.71, §37H or M.G.L. c.71, §37H1/2, **no school or school district within the Commonwealth shall be required to admit the student or to provide educational services to the student.** If the student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive a written statement of the reasons for the expulsion.

## DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS AND 504 PLANS

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.

### *Short-Term Suspension*

- A student with a disability may be suspended or removed from school for disciplinary reasons for a short-term suspension, which is no more than 10 days, following the school's standard suspension policy.
- The school does not provide services during the first 10 school days in a school year that a student is removed.
- During any subsequent removal that is for 10 school days or less, the school provides services to the extent determined necessary, by the Special Education Teacher and at least one classroom teacher, to enable the student to progress in the general curriculum and advance toward achieving the goals of the student's IEP; and the school conducts, as appropriate, a functional behavior assessment and a behavior intervention plan designed to address the behavior violation so that it does not recur.

### *Change in Placement: Long-Term Suspension or Expulsion*

- A change of placement occurs if a student is removed for more than 10 consecutive school days or is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

- In the case of a change in placement, parents are provided with written notice of the decision, a copy of the Procedural Safeguards Notice, and a Team meeting invitation for a manifestation determination meeting, which is held within 10 days of the school's decision to impose the discipline.

#### ***Manifestation Determination Meeting***

- The student's IEP Team meets to determine, after review of all relevant information in the student's file including the IEP, teacher observations, and relevant information provided by the parents, whether (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of the district's failure to implement the student's IEP. 34 CFR § 300.530(e).
- If the team determines that the student's behavior was *not* caused by or directly related to the student's disability or the failure to properly implement the IEP, then a student with a disability will be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense. The student will receive, as appropriate, a functional behavioral assessment and a behavior intervention plan designed to address the behavior violation so that it does not recur. The IEP Team will determine an interim alternative educational setting (IAES) where the student will be placed and the educational services that will be provided.
- If the Team determines that the student's behavior was caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student will be returned to the last approved IEP placement unless the parents and the IEP Team decide on a different placement. The student will also be provided a functional behavioral assessment and a behavior intervention plan designed to address the behavior or, if the student had a functional behavioral assessment and a behavioral intervention plan prior to the removal, the Team will review the plan and modify it, as necessary, to address the behavior. If the behavior was caused by the failure to properly implement the IEP, the school will take immediate steps to remedy the deficiencies.

Note that if a student with a disability possesses or uses a weapon or drugs, or causes serious bodily injury to another person on school property or at a school event, the student may be placed by the Principal, Director of Operations, or designee in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

#### ***Student Searches***

To ensure the safety of students and staff, the school maintains the right to search students and their property. Lockers and student storage space are owned by the school. Therefore, students should have no expectation of privacy in these areas. Such areas are subject to search by school officials or police authorities at any time. The school also reserves the right to search the student or the student's personal belongings if there is a reasonable suspicion that the student has violated the law or school rules.

## INTERNET SECURITY POLICY AND USE OF TECHNOLOGY

### UNDESIRABLE MATERIALS

The school will take all possible precautions to restrict access to undesirable materials including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider which uses content filtering software on its equipment to screen all Internet web sites by URL and/or by keyword search. However, students must also accept responsibility for restricting access to these materials. Students who gain access to undesirable Internet materials must report this material to their teacher.

### SECURITY

Students must not allow others to use their network accounts (both Internet and School accounts). Network storage areas may be treated like school lockers. Designated school personnel may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school file servers will always be private.

### E-MAIL

Student use of email is not allowed.

### CHAT AND USER GROUPS

Student use of chat and user groups is not allowed without approval from the Computer teacher.

### COPYRIGHT AND CITATIONS

Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of internet sources without proper citation constitutes plagiarism.

### DOWNLOADING

Downloading from the Internet without approval from a teacher is not allowed.

### PRIVATE INTERNET PROVIDERS

Students may not use school computers to access private Internet providers.

### ACCEPTABLE INTERNET USAGE

The School will ensure age-appropriate internet usage among students who use its internet facilities. This will enforce the School's commitment to student safety with regard to:

- i. safety on the Internet;
- ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
- iii. cyberbullying awareness and response.

### TELEPHONES

Students are prohibited from using school telephones. In the event of an emergency, students may be allowed to use school telephones, but only at the discretion of school staff members.



## DRESS CODE

The school enforces a Dress Code to create a sense of community and to ensure that students focus on learning instead of clothing. Clothing and accessories that could create disruption or disorder or that do not conform to standards of health, safety, and cleanliness are not allowed. Parents must pick up children who are not properly dressed for school, bring the missing Dress Code items to the school, or authorize the student to return home to retrieve the necessary items as students may not be permitted to attend class without the proper uniform. Violations of the dress code may result in disciplinary consequences pursuant to the Code of Conduct. The Dress Code policy is as follows:

### BOYS

- Light blue short or long-sleeved button-down Oxford-style dress shirt (no denim, no band collars, top and collar buttons must be buttoned)
- Standard length and width tie (cloth ties only; appropriate patterns and designs are allowed)
- Navy blue V-neck vest is required
- Navy blue cardigan sweater is optional (no fleeces, no sweatshirts, no hooded sweaters)
- Navy blue or tan-colored dress or khaki pants (no jeans, no side pockets or loops, no bell-bottoms, no slit bottoms, no overalls)
- Navy or tan-colored corduroy or wool pants
- Brown or black belt (mandatory – must be all black or brown, no designs allowed)
- Closed-toe and closed-back brown or black dress shoes, loafer or lace-up style (no sneakers, no moccasins, no boots, no clogs, no bowling shoes, no shoes with stripes, no multi-colored or two-toned shoes) (2 inch heel maximum)

### GIRLS

- Light blue long-sleeved button-down Oxford-style dress shirt (no denim, no band collars, top button must be buttoned) Navy blue crew, V-neck, or cardigan sweater (optional) (no fleeces, no sweatshirts)
- Navy blue V-neck vest is required
- Navy blue cardigan sweater is optional (no fleeces, no sweatshirts, no hooded sweaters)
- Navy blue or tan-colored dress or khaki pants (no jeans, no side pockets or loops, no bell-bottoms, no slit bottoms, no overalls)
- Navy or tan-colored corduroy or wool pants
- Navy blue or tan-colored skirt which covers the knees (no denim, no skorts, no patterned or distracting tights)
- Brown or black belt (mandatory – must be all black or brown, no designs allowed)
- Closed-toe and closed-back brown or black dress shoes, loafer or lace-up style (no sneakers, no moccasins, no boots, no clogs, no bowling shoes, no shoes with stripes, no multi-colored or two-toned shoes) (2 inch heel maximum)

### BOYS AND GIRLS

- Students cannot wear hats, headbands, jeans, jackets (except when outdoors), beepers, walkmen, CD players, cell-phones, or any other clothing inappropriate for the workplace (excessively baggy pants, excessively tight pants, etc.).
- Students cannot have hair clips or hair ties wider than 1.5 inches.
- Students cannot have distracting hairstyles (hair dyed any color that is not natural, etc.).
- Students cannot wear distracting accessories (excessive jewelry, tongue rings, upper ear earrings, nose rings, earrings for boys, glitter, press-on nails, tinted glasses, personalized belt buckles, inappropriate sneakers, inappropriate or distracting socks, tights that are not a solid color, tights without feet, colored contact lenses, tattoos, temporary tattoos, Silly Bandz, etc.).
- Chains and necklaces can only be worn beneath students' shirts.
- Shirts must be tucked in and shoelaces must be tied at all times.
- Students cannot wear clothing to school with significant stains (e.g. large ink blots, food stains, etc.).
- Students cannot alter their uniforms, including their gym uniforms, in any way (e.g. writing/drawing, ragging, slicing, cutting, etc.).
- **No logos or insignias (e.g., Levi's, Polo, Gap, FUBU, Tommy Hilfiger, Dickie's, etc.) of any kind are allowed on shirts, sweaters, pants, skirts, ties, shorts, belts, or socks.**

**PHYSICAL EDUCATION ATTIRE**

Student gym uniforms are ordered through the school. At the August Orientation, each student will receive:

Quantity	Item	Description
1	Pair of Shorts	Navy blue with Roxbury Prep logo
1	Pair of Sweatpants	Navy blue with Roxbury Prep logo
2	Sweatshirt	Navy blue with Roxbury Prep logo
2	Short-sleeve T-shirt	Navy blue with Roxbury Prep logo
2	Long-sleeve T-shirt	Navy blue with Roxbury Prep logo
1	Gym Bag	Navy blue with Roxbury Prep logo

- The package price is **\$90** per student
- Payment is due at the August Orientation (cash, check, or money order only)
- All students are required to purchase the entire uniform package.
- Individual uniform items are available for purchase separately (with pre-purchase of a uniform package only).
- Students must wear sneakers with gym uniform.

Item	Price
Sweatpants	\$15.00
Short-sleeve t-shirt	\$8.00
Shorts	\$15.00
Long-sleeve t-shirt	\$10.00
Sweatshirt	\$12.00
Gym Bag	\$12.00

## GENERAL INFORMATION & POLICIES

### CONTACT INFORMATION

Roxbury Preparatory Charter School  
Lucy Stone Campus  
22 Regina Road  
Dorchester, MA 02124  
617-979-0115 x 4103

### CANCELLATION DUE TO POOR WEATHER CONDITIONS

In the event of poor weather conditions, please listen to local television or radio stations for information about school cancellation. Roxbury Prep follows the same cancellation decisions as Boston Public Schools—if BPS is closed, Roxbury Prep is closed.

### DISMISSAL

- Monday through Thursday, school ends at 4:15 P.M.
- On Friday afternoons, students attend Community Meeting and depart school at 1:30 PM.
- Unless a parent/guardian contacts the school, and the school has granted permission, no student is dismissed early from school.

### TRANSPORTATION

BPS provides transportation to students who live outside a 1.75 mile radius of the school.

### SCHOOL BREAKFAST AND LUNCH POLICIES

- Students are provided with breakfast.
- Students may bring lunch from home or buy lunch at school. Lunch orders and money for lunch must be submitted during Monday morning Advisory for the week.
- The school participates in the National School Lunch Program, which provides free or reduced price lunches to eligible students. Applications and eligibility criteria are provided to all parents.

### HEALTH POLICIES

- If the staff determines that a child needs to see a doctor or has a contagious illness, the school requests that parents/guardians take the child home.
- If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers):
  - An Authorization to Dispense Medication form must be submitted

- The medication must be given to the nurse or Office Manager by a parent/guardian in the original container
- Any student who carries an asthma inhaler with him or her must provide:
  - An Authorization to Dispense Medication form stating that the student needs to carry the inhaler with him/her
  - A second inhaler that is kept in the nurse's office or with the Office Manager
- Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

## MEDICAL RECORDS

The school is required to have the following medical records on file:

- Massachusetts School Health Record documenting a physical exam in the 12 months before the start of the school year, up-to date immunizations, and vision, hearing, and scoliosis screenings.
- Authorization to Dispense Medication form including instructions and signature of the physician who ordered the medication and signed by a parent/guardian; this is required for the school to dispense any medication.
- Health Information Form that includes a student's emergency contacts, names of health care providers, insurance information, and permission to initiate emergency medical treatment if a parent/guardian cannot be reached; a student may be prohibited from attending school if this has not been submitted.

## STUDENT AND FAMILY RECORDS

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

- **Access and Amendment:** A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the Principal or Director of Operations.
- **Confidentiality:** Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the district have access to records as needed to perform their duties. The school also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent. Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.
- **Directory Information:** Pursuant to regulations, directory information for students and families will not be released to unauthorized or undisclosed individuals without prior notification and written consent from families. MGL c. 71, §34H governs access to student records by a parent who does not have physical custody of a student. Generally, Section 34H

requires a non-custodial parent seeking access to submit a written request and other documentation to the principal on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the Director of Operations for detailed information regarding the procedures that must be followed under Section 34H.

- Massachusetts Charter Public School Association: The Massachusetts Charter Public School Association (MCPSA) advocates with the state government on behalf of charter schools. This advocacy includes the following: protecting charter school funding from budget cuts, raising the cap to allow more charter schools to be created, preventing rules and regulations from being passed that would make it hard for charter schools to do what they do. To learn more about the MCPSA, visit their website at <http://www.masscharterschools.org/> or call at 617-523-0881. The school provides family directory information to MCPSA annually unless a family member elects to opt out. To opt out means that a parent, guardian, or eligible student is denying permission for the school to share the family directory information with the MCPSA. To opt out, an individual must submit a request in writing to the Director of Operations.

## ANTI-DISCRIMINATION POLICY

The school does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Roxbury Prep on the basis of race, sex, color, creed, sex, 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, as required by M.G.L. c. 71, §89(I); 603 CMR 1.06(1). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation as required by M.G.L. c. 76, § 5.

## HAZING LAW

### **M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined**

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

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

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

**M.G.L. c. 269, Section 18. Failure to report hazing.**

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

**M.G.L. c. 269, Section 19. Copy of sections 17–19**

**Issuance to students and student groups, teams and organizations; report**

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

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

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. *(Amended by 1987, 665.)*

## HARASSMENT POLICY

The school is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Roxbury Prep requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

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

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

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

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

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

## ANTI-BULLYING POLICY

Consistent with **Massachusetts law, St.2010 c.92**, the school has enacted a comprehensive Anti-Bullying Policy. The policy is posted on the school's website, and is available upon request to the Director of Operations.

## HANDBOOK AND EXPULSION LAW

### **M.G.L., c. 71, Section 37H and 37H½**

#### **Policies relative to conduct of teachers or students; student handbooks**

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(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.

(c) Any student who is charged with a violation of either paragraph (a) or (b) 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 principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).



(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. 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.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

### PEST CONTROL POLICY

Pursuant to regulations, the school may contract with licensed individuals or vendors for the purpose of pest control, comporting with all regulations related to student and staff safety.

### ASBESTOS POLICY

Pursuant to M.G.L. c. 149:6A-6G., 453 CMR 6.00 AHERA), U.S. Asbestos School Hazard Abatement Reauthorization Act of 1990 (ASHARA). 310 CMR 4.00, 7.00, 7.09(5), 7.15, and 310 CMR 19.00, Roxbury Preparatory Charter School follows guidelines required by the Massachusetts Department of Labor and Workforce Development (Division of Occupational Safety), Massachusetts Department Environmental Protection, and the United States Environmental Protection Agency (EPA) related to asbestos inspection and management.

- Designation
  - Roxbury Preparatory Charter School serves as the Local Education Agency (LEA). An LEA must designate a person (designated person) to ensure that the responsibilities of the LEA, as detailed in the regulations, are properly implemented. The LEA must verify that this individual has received proper training. The individual is not required to be a licensed asbestos consultant. There is no specific training course for the designated person; however, guides are available through the EPA. The designated person for Roxbury Preparatory Charter School is the Co-Director for Operations and Finance.
- Asbestos Management Plan (AMP)
  - In event of asbestos suspicion or detection, the Director of Operations or his designee completes, signs, and certifies that the responsibilities of the LEA (Roxbury Preparatory Charter School) have been or will be met.
  - Completion of AMP, as provided by EPA, includes, but is not limited to:
    - General Information
    - Inspection and Reinspection
    - Response Action
    - Operations and Maintenance
    - Periodic Surveillance
    - Notification
    - Appendix

- Reinspection
  - The LEA must retain the services of a licensed asbestos inspector or management planner to conduct a reinspection every three years subsequent to implementation of a management plan.
- Written Notification
  - At least once each school year, the LEA must provide written notification to parent, teacher, and employee organizations regarding the availability of the Asbestos Management Plan and any response actions taken or planned.
- Periodic Surveillance
  - After the AMP has been implemented, the LEA must conduct periodic surveillance in each building that it leases, owns, or otherwise uses as a school building at least once every six months.
- Custodial Maintenance Training and Short-Term Worker
  - All maintenance and custodial staff who may work in a building that contains asbestos-containing building materials (ACBM) must receive at least two hours of asbestos awareness training whether or not they are required to work with ACBM.
- Record-Keeping Requirement
  - The LEA must maintain records required by the regulations to be included in the Asbestos Management Plan.

#### **COMPLAINT PROCEDURE**

- An individual who has a complaint against school policy or another member of the school community should address that complaint in writing to the Principal or Director of Operations. The Principal or Director of Operations will respond verbally or in writing.
- An individual who believes that the school has violated any provision of the charter school law or regulations may file a complaint in writing to the Chairperson of the Board of Trustees. The Chairperson will respond to the complaint in writing.

#### **BUILDING SECURITY**

- All visitors, including parents and guardians, are expected to register with the Office Manager upon entering the school.
- The school maintains the right to deny entrance to any individual whose presence in the school might threaten the safety of students or staff or disrupt the academic environment.