Academy of the Pacific Rim
Middle School
Student and Family Handbook
2019-2020
Announcement:

APR’s Student and Family Handbook is now available in English and Spanish, and available in French and Haitian Creole. Please notify the Front Desk, at 617-361-0050, if you would like to receive a translated copy.

D’APR étudiant et Manuel de la famille est maintenant disponible en anglais, espagnol, et disponible dans français et créole haïtien. Veuillez aviser la réception, @ 617-361-0050, si vous désirez recevoir une copie traduite.

APR’s Estudiante y el manual de la familia del ahora está disponible en inglés, español, y disponible en francés y Creole haitiano. Por favor a la recepción, @ 617-361-0050, si desea recibir una copia traducida.

Elèv APR a ak Fanmi Liv la disponib kounye a nan lang angle, espayòl, e disponib nan franse ak kreyòl ayisyen. Tanpri avize biwo a devan, @ 617-361-0050, si ou ta renmen resevwa yon kopi tradui.
Calendar 2019-2020

August

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

September

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

October

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4*</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

November

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5*</td>
<td>6*</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

December

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

January

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

February

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

March

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

April

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

May

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

June

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

July

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: [ ] = no school  [ ] = half day  * = Family Event  ○ = first and last days

August 13-23 (15th for returning)
Summer Institute for Staff
August 22
New Family Orientation 5-7pm
August 26
Full Day for 9th Grade; Half Day for New MS Students
August 27
First Day for All Students
September 2
Labor Day – No School
September 11
MS Open House, 6pm
September 12
HS Open House, 6pm
October 4
Multicultural Potluck Dinner, 6pm
October 14
Columbus Day – No School

October 25
End of Q1 – Half Day of School
November 6
Family Conferences 3:30-7:00
November 11
Veterans’ Day – No School
November 25-27 HS Project Week
November 27
Half Day of School
November 28-29 Thanksgiving Break – No School
December 23 – Jan 3
Winter Break for Students
January 6
Staff Professional Development
January 7
Students return from break
January 17
End of Q2 – Half Day of School – Teacher Planning
January 20
Martin Luther King, Jr. Day – No School
January 29
Family Conferences 3:30-7:00
February 17-21 February Break – No School
April 3
End of Q3 – Half Day of School
April 10
Good Friday Half Day
April 13
Family Conferences 3:30-7:00
April 15-17
Project Week for HS
April 20-24
April Break – No School
May 25
Memorial Day – No School
June 12
High School Graduation
June 23
Last Day of School – Half Day
June 24
PD Day for Staff
June 24-26
End of school year may extend due to snow days.

*Dismissal on half days is at 11:45am for all grades
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Commitment to Excellence</td>
<td>3</td>
</tr>
<tr>
<td>Mission, Goal and Virtues</td>
<td>4</td>
</tr>
<tr>
<td>Middle School Program</td>
<td>6</td>
</tr>
<tr>
<td>Ready to Learn and Course of Study</td>
<td>8</td>
</tr>
<tr>
<td>Description of Schedule</td>
<td>11</td>
</tr>
<tr>
<td>Academic Monitoring and Community Building</td>
<td>12</td>
</tr>
<tr>
<td>PRIDE Reports</td>
<td>12</td>
</tr>
<tr>
<td>Advisor/Advisee System</td>
<td>12</td>
</tr>
<tr>
<td>How Families Can Support Student Learning &amp; Development</td>
<td>13</td>
</tr>
<tr>
<td>Special Education</td>
<td>14</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>14</td>
</tr>
<tr>
<td>Grading Policy</td>
<td>16</td>
</tr>
<tr>
<td>Promotion Policy</td>
<td>16</td>
</tr>
<tr>
<td>Revision Policy</td>
<td>17</td>
</tr>
<tr>
<td>Summer Programming</td>
<td>18</td>
</tr>
<tr>
<td>Dress Code</td>
<td>19</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>22</td>
</tr>
<tr>
<td>Technology and Internet Policy</td>
<td>23</td>
</tr>
<tr>
<td>Code of conduct</td>
<td>24</td>
</tr>
<tr>
<td>Appendices</td>
<td>28</td>
</tr>
<tr>
<td>Appendix I: Due Process for Disciplinary removals</td>
<td>29</td>
</tr>
<tr>
<td>Appendix II: Discipline for Students with Special Needs</td>
<td>37</td>
</tr>
<tr>
<td>Appendix III: Bullying Prevention and Intervention Plan</td>
<td>39</td>
</tr>
<tr>
<td>Appendix IV: Restraint Prevention and Behavior Supports</td>
<td>49</td>
</tr>
<tr>
<td>Appendix V: Non-discriminatory administration of scholarships, prizes and awards</td>
<td>56</td>
</tr>
<tr>
<td>Appendix VI: Civil Rights Responsibilities</td>
<td>57</td>
</tr>
<tr>
<td>Appendix VII: Confidentiality of Student Records</td>
<td>62</td>
</tr>
<tr>
<td>Appendix VIII: Complaint Procedures</td>
<td>64</td>
</tr>
<tr>
<td>Appendix IX: Inspections</td>
<td>65</td>
</tr>
<tr>
<td>Appendix X: Anti-Hazing</td>
<td>66</td>
</tr>
<tr>
<td>Appendix XI: Transportation</td>
<td>68</td>
</tr>
<tr>
<td>Contact and Visitor Information</td>
<td>69</td>
</tr>
</tbody>
</table>
Dear APR Families:

Welcome to the Academy of the Pacific Rim 2019-2020 school year! We are excited that you and your student will be a part of the APR community.

APR’s mission is to prepare students to meet their full academic and social potential. Our goal is to ensure all of our students have Focused Minds and Big Hearts. We know that all of us — students, families, and teachers and leaders — must work together to achieve this goal. In this handbook, you will find information regarding all that we as a school do to get us closer to this goal, from our academic program to our attendance policy, and from our character and discipline program to advisory. You will also read about the commitment we ask for from our students and families, as they become a part of our community. We have high expectations for ourselves and our students, and we believe that we must all promise to work hard, together, to meet our mission and goals.

If you have any questions or comments, please do not hesitate to contact us. We truly look forward to working with you in the upcoming year.

Sincerely,

The Faculty and Administration of the Academy of the Pacific Rim Charter Public School
Academy of the Pacific Rim
Faculty Commitment to Excellence

We, the faculty of the Academy of the Pacific Rim, recognize the importance of ensuring that the Academy is a safe, effective, and rigorous school that is able to achieve our mission and goals. We also recognize our own responsibility in this effort. Therefore, we commit ourselves to the following expectations of excellence:

➢ To have high expectations for ourselves and our students
➢ To believe that all students can learn and reach high standards
➢ To demonstrate the Academy’s virtues of KG-PRIDE in our words and actions
➢ To instill a sense of values in our students through our instruction and our professional behavior
➢ To treat all students and families justly and with respect
➢ To recognize and reward student achievement in academics and character
➢ To work together with families so that all students can achieve
➢ To do whatever it takes to prepare all students for success in college and beyond

Specifically, we will:

➢ Demonstrate excellent attendance and punctuality
➢ Plan and deliver rigorous, engaging, high-quality instruction every day
➢ Enforce the behavioral expectations consistently and equitably
➢ Make ourselves available to assist students during office hours and tutoring
➢ Communicate regularly with families and return all phone calls and emails within 48 hours

Signed: The Faculty of the Academy of the Pacific Rim
Date: August 23, 2019
**Mission, Goal and Virtues**

Our mission statement defines the founding values of the Academy and is reflected in all aspects of our program. The success of the Academy relies on the commitment of both students and teachers to persevere towards excellence.

**The Mission:**
To empower students of all racial and ethnic backgrounds to achieve their full intellectual and social potential.

**The Goal:**
We are committed to preparing all of our students for success in college and beyond. We know that ALL students can learn and can achieve the high standards we set to help them reach this goal.

**The Virtues:**
The Academy’s school values are expressed in our acronym KG-PRIDE. We use this acronym as a cultural touchstone and it drives all that we do.

**KAIZEN** and **GAMBATTE** are Japanese words that describe the essence of our culture. The short version is that we work hard, together, and we are always looking for improvement.

- **Kaizen** is a Japanese principle meaning continual improvement of ourselves and our community. We engage in daily rituals and routines that help us grow as individuals and as a community.

- **Gambatte** is a Japanese principle meaning to persist and never give up. It is our belief that our success is based on our effort, not on luck.

- **PRIDE** represents the larger pride we have in the school as well as each individual value included in the acronym. It is a pride in accomplishment, in achieving our ambitious goals.

- **Purpose** is having goals for each action and interaction throughout the year.

- **Respect** is treating others with politeness, consideration, and appreciation.

- **Integrity** is being true to your values and doing the right thing, even when no one is looking.

- **Daring** is mustering the strength and will to do what you know you should do, even though you are afraid of embarrassment, failure, or danger.

- **Excellence** is striving for a high standard in your daily actions no matter how big or how small.
We believe and expect that all APR students can and will demonstrate KG-PRIDE in the following ways:

Kaizen
- Be an active citizen in our community
- Encourage peers to make good decisions
- Build caring relationships with peers

Gambatte
- Give their best effort in all that they do
- Strive for an A on every assignment
- Use challenges as an opportunity to learn and grow

Purpose
- SLANT (Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker)
- Make each day a step toward college and their future
- Participate in their classes and in the community

Respect
- Treat everyone with kindness and courtesy
- Honor differences
- Voice concerns appropriately

Integrity
- Do the right thing because it’s right, not out of fear of a consequence
- Take ownership of their behavior
- Be honest with themselves and others

Daring
- Take initiative
- Immerse themselves in new academic experiences
- Stand up for what they know is right and challenge what they know is wrong

Excellence
- Be a critical thinker
- Put our character virtues in their own words and show them in your actions
- Show pride in their work and their school
Middle School Program

**Middle School Principal:** Carmen Pierre Canel  
**Middle School Dean of Culture:** Euridio Evora  
**Director of Student Support:** Alex Kuehnle  
**Middle School Operations Coordinator:** Sharon Noraky  
**Middle School Social Worker:** Beatrice Varice

**Social, Emotional and Academic Skills and Knowledge: Focused Minds AND Big Hearts**  
All students undertake an ambitious program that will ground them in fundamental skills and help them to master complex ideas and thoughts. The Academy of the Pacific Rim uses social, emotional and academic learning opportunities rooted in our KG-PRIDE values to develop students with the beliefs, mindsets, behaviors and cognitive abilities for long-term success. See the next section that outlines our Course of Study.

**College and Career Awareness**  
From their first day as an Academy student, all students work towards the goal of college and career. Students will take rigorous middle school classes that prepare them for our college-preparatory high school program. We consistently reinforce the importance of college by naming each homeroom after a college or university.

**Respect and Safety**  
Aristotle wisely observed, “We are what we repeatedly do.” To this end, the Academy has established routines, traditions and high expectations that reinforce the Academy’s commitment to exemplary behavioral and academic standards. Students must adhere to a rigorous code of conduct. They must be on time and in uniform. They must be respectful and prepared.

**Effort and Responsibility**  
At the Academy, we tell students that effort equals success. We wholeheartedly believe that all students can achieve mastery, yet we recognize that some students may need a little more time to master a standard. Therefore, students are allowed to revise their work in an effort to increase their learning, demonstrate mastery, and raise their grades. Based on grade level, students may revise certain assignments in order to demonstrate mastery. See our new MS Revision Policy for more information.

Students and family should expect 15-20 minutes of homework per night for each subject. **Families should be sitting down with their student each night and should be going over the agenda/planner and the student’s homework. Please make this a daily routine.**

**Culture and the Arts**  
Academy students can recognize and appreciate art and culture from around the world. All students will be introduced to a variety of artistic and cultural forms of expression, including music, dramatic and visual arts.

**Health and Fitness**  
Academy students will learn and practice healthy habits while at the Academy of the Pacific Rim. All students will learn how to live healthy lives on a daily basis. Middle school students will participate in health and physical education, and beginning in 7th grade they will have the opportunity to join intramural athletic teams.
School Hours
The Academy is open to students from 7:00 am to 4:00 pm Monday, Tuesday, Thursday and Friday. On Wednesday, all middle school students are dismissed at 2:00pm. After 4:00 pm, we cannot provide any supervision for students. Unless a 5/6 student is signed up for the afterschool program, s/he leaves campus at the end of the regular school day (3:15 on M,T,Th, Fr and 2:00 on Wed). Unless a student is in office hours with a teacher, s/he leaves campus at the end of the regular school day (3:15 on M,T,Th, Fr and 2:00 on Wed). It is imperative that you pick your child up on time each day.

School Cancellation
In the event of inclement weather and snow days, the Academy will follow the Boston Public Schools. Please tune to local radio or television stations for updated information.
Ready to Learn and Course of Study

Ready to Learn
Being prepared for class with the necessary supplies is an important component of being ready to learn.

Ready to Learn means students have:
- Supply of pencils and pens
- Any other supplies required by the specific grade level team or teacher
- Books (as given out by the teacher)
- Student Planner (provided by the Academy)

Middle School Course of Study

5th Grade

| Math | Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
In addition, students participate in targeted small group instruction based on identified needs and spend one day a week engaged in sophisticated problem solving tasks and math discussions. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Fifth grade English Language Arts focuses on building reading strategies and developing writing and organizational skills while using the writing process. The course uses the Engage New York curriculum and lessons are designed to build students literacy skills and they develop knowledge about the world. There will be three main units over the course of the year that focus on stories of human rights, sports and athletes’ impact on culture, and natural disasters in the western hemisphere. As they read, students will ask and answer meaningful and thought provoking questions about literature, share new ideas with others, and practice important reading comprehension strategies. In addition, students will learn how to use the writing process to not only create published pieces of work, but to also use writing as a tool to develop a deeper understanding of texts and the world. Students will also participate in Readers Workshop every day where they will build their stamina and love for reading by engaging with self-selected books at their reading level.</td>
</tr>
<tr>
<td>Science</td>
<td>Fifth grade Science focuses on what it means to be a scientist and the tools scientists use to make observations, create experiments, and solve problems. By June, students will have mastered key concepts in Earth Science, Physical Science, and Life Science. Most importantly, students will learn scientific inquiry skills so that they can design experiments to investigate their own questions.</td>
</tr>
</tbody>
</table>
### 6th Grade

<table>
<thead>
<tr>
<th>Math</th>
<th>Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. In addition, students participate in targeted small group instruction based on identified needs and spend one day a week engaged in sophisticated problem solving tasks and math discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Sixth grade English Language Arts focuses on fostering deep and lasting skills in reading and writing. Students will be able to understand reading after they master the skills needed to decode and comprehend the text. Students will be able to write in a professional manner after they master the skills needed to create detailed and organized compositions. Students will also participate in Readers Workshop every day where they will build their stamina and love for reading by engaging with self-selected books at their reading level.</td>
</tr>
<tr>
<td>History and Social Science</td>
<td>Sixth grade HSS is a world geography course. Students learn and practice essential geography skills, such as map reading and interpreting charts and graphs, by studying global geography. This course focuses on essential questions related to climate change and the relationship between humans and our environment.</td>
</tr>
</tbody>
</table>

### 7th Grade

<table>
<thead>
<tr>
<th>Math</th>
<th>Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Seventh grade English Language Arts focuses on building students’ literacy skills as they develop knowledge about the world. Throughout the year, students will read, comprehend, and respond thoughtfully to a wide range of literature, including texts such as <em>Lyddie</em>, <em>The House on Mango Street</em>, and <em>Romeo and Juliet</em>.</td>
</tr>
<tr>
<td>Science</td>
<td>Seventh grade Science continues the study of physical, earth, and life science. Students engage in scientific inquiry and examine questions such as, In what ways can we design and conduct an investigation to test a question? What evidence is necessary to answer the question? and To what extent does evidence support or refute a hypothesis? Some units of study include cells, human body systems, kinetic, potential, and thermal energy and evolution.</td>
</tr>
<tr>
<td>History</td>
<td>Seventh grade History explores and examines Ancient Civilizations. Students will be introduced to the people, places, and histories of West Africa, the Middle East, Ancient India, Ancient China, Europe, and Latin America. Throughout the course, students will learn to think like a historian and use the skills of historians.</td>
</tr>
<tr>
<td>Flex Block</td>
<td>Flex block is designed to provide both targeted academic support in ELA and math, and academic enrichment opportunities for students. Flex block includes ELA and Math Learning Labs using small group instruction to grow students’ literacy and math skills and</td>
</tr>
</tbody>
</table>
academic enrichment courses aligned to science and history content standards to further extend students’ learning.

### 8th Grade

| **Math** | Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. |
| **ELA** | Eighth grade English Language Arts focuses on building students’ literacy skills as they develop knowledge about the world. Throughout the year, students will read, comprehend, and respond thoughtfully to a wide range of literature. By the end of the year, students will be strong readers and writers who are ready for the rigors and demands of a high school English classroom. |
| **Science** | Eighth grade science continues an inquiry approach with a focus on physical, earth, and life sciences. Students will explore the fundamental properties of matter and energy as they learn about atoms and molecules as well as motion, gravity, and the universe. Students will engage in hands-on activities from investigating mixtures to calculating speed and displacement. Students will be asked to draw, explain, graph, analyze, and conclude as they learn to live as scientists in our complex world. |
| **History** | Eighth grade History focuses on American history, from the Revolution through the Civil War. Throughout the year, students will develop the habits of mind and the thinking, reading, writing and speaking skills necessary to be successful for the rest of their academic career in the humanities. |
| **Flex Block** | Flex block is designed to provide both targeted academic support in ELA and math, and academic enrichment opportunities for students. Flex block includes ELA and Math Learning Labs using small group instruction to grow students’ literacy and math skills and academic enrichment courses aligned to science and history content standards to further extend students’ learning. Some students in 8th grade will begin their study of Mandarin to allow for an accelerated language course progression in the high school. |
| **Mandarin Elective** | In Mandarin 1, students will achieve novice communication skills on a variety of topics in Chinese. By the end of the year students will be able to express information and personal opinions about an array of subjects related to everyday life in China and the United states. There will be a strong emphasis on oral language and speaking Mandarin daily. This course provides an exciting opportunity for students to begin their journey building fluency in Mandarin and understanding Chinese culture, and will enable students to enter 9th grade enrolled in Mandarin 2. As this course is elective in the 8th grade, it is highly recommended for our students who are interested in eventually travelling to China and taking Advanced Placement Chinese in High School. |
Description of Schedule

**Homeroom/Morning Meeting:** Each student is assigned to a homeroom of about 25 students and two teachers. Attendance is taken in the morning and students remain in the same classroom with their homeroom throughout the day. In grades 5 and 6, students start most days with a Morning Meeting, during which they get ready for the day, build community and receive direct social and emotional instruction. In grades 7 and 8, homeroom time is an opportunity to share important information and build community.

**Community Meetings:** All students join together for this weekly opportunity to celebrate our progress in academics and character. Staff members make general announcements and recognize individual students for achievements and effort.

**Academic Classes:** A student’s core classes are spread out over the course of the day. 5th graders take ELA, Math, and Science. 6th graders take ELA, Math, and History. 7th and 8th graders take English, Math, Science, History and a flex block where they will focus on areas of academic need or pursue enrichment.

**Break/Recess:** Break allows the students time to release energy, socialize, and use the facilities so that they are on task and focused during classes. Students may bring a healthy snack to eat outside of the classrooms during break. 5th and 6th graders will also have an AM snack break inside the classroom. It is a good idea to send your student to school with multiple healthy snacks.

**Lunch:** Students may bring a lunch from home or receive a free lunch from the Academy.

**Advisory Meeting:** The first week of school students will be assigned an advisor. Students will meet with their advisor regularly. Each advisor will be responsible for 12-15 students each. During the year, students can approach their advisor with any academic or social problems they may encounter.

**Classroom Cleaning:** Cleaning their own classrooms creates the students’ sense of pride and respect for their own environment. Students and staff clean desks, sweep floors, and take out the trash. Some students and staff participate in all-school cleaning, by sweeping stairs, cleaning bathrooms, and picking up trash around the grounds of the school.

**7/8 Flex Block:** Students in the 7th and 8th grade have a daily flex block where they will either receive additional support in literacy or numeracy. Students who have demonstrated mastery will be able to pursue enrichment. Mandarin 1 will also be offered during this block for students who have demonstrated academic readiness.

**Afterschool Program:** The afterschool program for grades five and six is designed to allow for enrichment opportunities as well for homework completion and extra help. The program runs from 3:15-4:15 on Monday, Tuesday, Thursday and Friday; and 2:00-4:15 on Wednesday. Students will experience an extension of the day with the same school expectations for living our values of KG PRIDE. The program is required for students who take the yellow school bus, but also open to a limited number of non-bus students in 5th and 6th grade based on application.

We offer 4-6 enrichment opportunities with 6-12 students in each activity; simultaneously, there is a study hall for approximately 50-60 students that allows them to quietly complete homework assignments. APR staff supervise the program and several offer enrichment activities such as an art club or co-ed basketball skill and games. The offerings change each quarter during the year. In addition to teachers, there are 2-3 high school mentors who work primarily in the study hall to support students who need extra help. Parents and guardians will receive a sign-up form during the first week of school.

For transportation information, please see the Transportation section.
We believe in the success of every student and have built an academic monitoring system to help ensure that all students are working towards that success while at APR. Yet we can only go so far on our own. With frequent, specific feedback from us, we hope to enable you to work with us to help your children succeed. We also believe in the importance of creating a strong learning community in which students feel pride and investment. To help build this community, we have homeroom and advisory programs that support small groups of students as well as middle school wide community ceremonies, activities and celebrations.

**PRIDE Reports**

Every Friday students will receive a PRIDE report that includes their most recent grades and behavior data. Additionally, families have access to their student’s grades online via PowerSchool. Families can expect grades to be updated every other week. We strongly encourage you to use the information found on PowerSchool to reinforce at home what we have identified students need to work on here at the Academy.

In addition, teachers meet frequently to assess student progress. The areas discussed in these meetings include academic performance, participation, engagement, effort, ability to follow directions, and organization. Not only do the teachers discuss these issues, but they also develop ways to support a student’s progress. These comments and strategies are shared with a student’s advisor and other teachers, and with families.

**Quarterly Report Cards**

This year we will distribute report cards online via PowerSchool. Each quarter we invite families to conferences to discuss their child’s most recent performance.

**Advisor/Advisee System**

We have created an advisory system whereby one teacher is ultimately responsible for monitoring the performance of their advisory group. You student’s advisor will be observing and working with your student in both social and academic settings for a significant portion of their time here at the Academy.

Each student at the Academy will be assigned to an academic advisor who acts as a guide to students in their academic endeavors. In the middle school every staff member has 12-15 advisees. Advisors serve as the academic advocate for their advisees and are the contact person for teachers or parents when an overall perspective of a student’s academic situation is needed. The academic advisor’s main responsibilities include:

- Meeting with their advisee groups once a week to target academic and social areas for growth
- Maintaining contact with the families of their advisees twice per month. These are phone calls, emails, and/or meetings where the progress of the student is discussed in depth and records of the conversation are kept.
- Developing a sense of KG PRIDE

The role of the advisor is primarily to monitor academic progress though students may wish to refer to their advisors for guidance in other areas as well. The advisor is the first person you should contact with questions about your student’s academic progress. We suggest you know the advisor’s extension and email address, and call or email whenever you have questions or comments.
PRIDE Score
To help our students follow their own character development throughout the year, students will be given a numerical citizenship rating. In essence, the PRIDE Score is a reflection of the student’s behavior, based on our character virtues, and allows us to clearly communicate this behavior to the student and his or her family, much the way grades allow us to communicate academic progress. During the course of the week, students have the opportunity to earn PRIDE + Points for making good choices. If students make poor choices the consequences may include PRIDE Deltas or office referrals. The PRIDE Score is a way for us to quantify the student’s pattern of behavior will be communicated to students and families through the PRIDE Report. The ratings will be averaged over the course of the quarter and the year. Students will need to earn a certain average to participate in celebration events, such as community celebrations and rewards.

How Families Can Support Student Learning & Development
The Academy of the Pacific Rim values the relationship between families, students, and the school. We know that this partnership is critical to student success. Here are a few ways families can support their child’s academic and social growth.

- Communicate with your child’s advisor. If you have any concerns, please reach out to your child’s advisor. The advisor will be able to answer your questions or forward them to the principal.
- Routinely review grades and PRIDE Pluses or Deltas. Grades are updated every other week. PRIDE Pluses and Deltas are entered daily. Reviewing this information with your child will give you some insight regarding their progress.
- Make sure they arrive to school on time. Being on time is critical to student success. When students are late they miss important information.
- Make sure your student has the necessary supplies. Student performance is supported by preparation. A supply list is sent home and posted to the website at the beginning of the school year. Supplies will need to be purchased at the beginning of the year and replenished throughout. If purchasing supplies presents a financial hardship for your family, please let your student’s advisor know. We will work with you to get your student what is needed.
- Create a quiet space for homework completion. A distraction-free environment helps children focus on their work.
- Check homework. All students are provided with student agenda books at the beginning of the year. Students are given time to record their nightly homework during the school day. Families are encouraged to review the agenda and the corresponding assignments.
- Participate in community events. Throughout the year there are opportunities for families to participate various events including the multi-cultural potluck dinner. Family Council is responsible for planning some events and is open to all APR parents interested in joining.
Special Education

The Academy of the Pacific Rim provides a full range of academic support and special education services to students who are in need of such assistance. If your student is having persistent difficulty with school work, and you think this may be the result of a disability, you may wish to consider making a referral for a special education evaluation. This referral may result in provisions being made for your student, including tutoring or other services. A referral for a special education evaluation should be made when a student is not progressing effectively in general education and there is reason to believe that the situation is caused by disability.

Under state and federal law an initial evaluation for special education and related services can be requested by a parent, a teacher or any person in a caregiving or professional position. At APR, this request can be made to any faculty member, including your student’s advisor, classroom teachers or the middle school principal. Faculty will forward the request for evaluation to Alex Kuehnle, the Director of Student Support. If you wish, you can contact Ms. Kuehnle directly at extension 127, or via e-mail at akuehnle@pacrim.org. Under state and federal law, parents have the right to request an evaluation at any time, and the school is mandated to respond to such a request within five school working days.

A special education evaluation may or may not result in the writing and implementation of an Individualized Educational Program (IEP). This document outlines the most effective strategies and services for meeting your student’s needs and provides legal support to ensure that your child receives such assistance. The Individuals with Disabilities Education Act (IDEA) and Massachusetts Laws under Chapter 71B require appropriate services to be administered in the “least restrictive environment,” which means that, as much as possible, students with disabilities are educated with students with no disabilities, and are only removed from the general education environment when supplementary services in the classroom are not sufficient.

If your child is new to APR and had an IEP at their previous school, please contact Alexandra Kuehnle, the Director of Student Support at your earliest convenience. The IEP should be emailed directly to Ms. Kuehnle at akuehnle@pacrim.org or it can be dropped off at the school.

English Language Learners

For many APR students, English is not their first language, or the language spoken most frequently at home. Some of these students are classified as English Learners (EL).

1. Identification and Assessment: Upon enrolling at APR, all parents/guardians are given a home language survey to complete. The English proficiency of students whose home language surveys indicate the use of a language other than English in the home is assessed upon enrolling at APR using the WiDA-ACCESS Placement Test (W-APT), in combination with other language skill assessments, such as the reading, diagnostic, and interim assessments. Some students enter APR already designated as English Language Learners.

   Each year, students who are designated as English Language Learners take the WiDA ACCESS test. The results of this assessment provide more information about their English language proficiency, and help to determine what changes, if any, should be made to their supports.

2. Reclassification: Some students may be reclassified as Former English Learner (FEL) as a result of their performance on the ACCESS assessment, as well as ANet/ MCAS scores, academic performance, teacher observations, and other data. These students are monitored for at least two more years, to
ensure that they are making sufficient progress, and to intervene appropriately if they are struggling. This intervention may include reclassifying a student as an English Learner.

Keep in mind that limited English proficiency may not be readily apparent – students may appear to be proficient in one language domain (for example speaking or reading) while having difficulty in another domain (for example listening or writing). English Learners may also make effective progress in some classes, but not in others. Therefore, it is important for us to assess the language skills of any student who may be struggling as a result of English proficiency.

3. **Supporting English Language Learners in the Inclusion Classroom**: Content teachers at APR are or are in the process of being trained in Sheltered English Instruction (SEI) strategies. Students who are English Learners complete the same course of study as their English proficient peers, including specials classes.

**ESL Direct instruction**: In the middle school, English Learners also receive direct English as a Second Language (ESL) instruction during one core content class (either ELA or history). Direct ESL instruction aims to help students attain English proficiency in a timely manner. It is conducted in English and is provided by ESL teachers. Direct ESL instruction is provided at the same level of rigor as the general education program and includes a sheltered version of the course students are not taking as well as explicit instruction in vocabulary, and content-specific key terms.

Some students may qualify for both special education and English language services. An individualized education program will be designed for each of these students to ensure that they are receiving supports appropriate for both their disability as well as their limited English proficiency.

Some families may “opt out” of our English Language Learner program. These students will not receive small group, pull-out ESL instruction. However, they will be placed in SEI classrooms, and may also receive in-class support from the ESL teachers. These students will continue to be designated as English Learners, until they are deemed to be proficient in English, and are reclassified as FEL. They will also continue to be monitored to ensure that they continue to make effective progress.
Grading Policy

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Total Grade</th>
<th>Types of Assignments</th>
</tr>
</thead>
</table>
| Practice | 5th and 6th Grade: 30%  
7th and 8th Grade: 20% | Do Now (DN)  
Classwork (CW)  
Exit Slip (ES)  
Homework (HW) |
| Mastery  | 5th and 6th Grade: 70%  
7th and 8th Grade: 80% | Quiz (QUIZ)  
Test (TEST)  
Essay (ESSAY)  
Project (PROJ)  
Debate (DEB)  
Seminar Discussion (SEM)  
Problem Set (PS)  
Presentation (PRES) |

Promotion Policy

APR’s promotion policy seeks to hold high academic standards and maintain accountability for learning while providing effective alternatives to retention in the grade. We also strive to provide developmentally appropriate programming and policies across our grade levels, 5-12.

Middle School – Grades 5-6

- Students in grades 5 and 6 who earn less than 70% in 1 of the three major academic classes (ELA, math, science or history) will be eligible to attend Dragon Camp, which is held for two-three weeks after the end of the school year. Academic programming in Dragon Camp will focus on literacy and math and students will be grouped by skill level, to the greatest extent possible. Students will be required to attend and successfully complete Dragon Camp in order to earn promotion. Students who choose not to attend or do not successfully complete the academic classes in Dragon Camp will be retained in the grade.

- Students who earn less than 70% in 2 of the three major academic classes will be retained in the grade.

Middle School – Grades 7-8

- Students in grades 7 and 8 who earn less than 70% in up to 2 core academic classes will be eligible to attend Dragon Academy, which is held in the mornings for two-three weeks after the end of the school year. Academic programming in Dragon Academy will include both humanities and STEM. Students will be required to attend and successfully complete Dragon Academy in order to earn promotion. Students who choose not to attend or do not successfully demonstrate mastery of academic classes in Dragon Academy will be retained in the grade.

- Students who earn less than 70% in 3 of the four (7th) or five (8th) major academic classes will be retained in the grade.
Revision Policy

Purpose:
- The overall purpose of grades is to provide timely feedback to students and families about a student’s current level of mastery of grade level content. Learners gain mastery as they practice, study, and fully engage themselves in the thinking required by the content. The reason we have revisions is to provide students who have not yet mastered content another opportunity to learn the content. Revisions are not about getting a better grade, rather they are focused on ensuring students learn the material well.
- Therefore, revisions will only apply to mastery assignments and will prioritize the pre-requisite skills of practice, reflection, and studying.
- Given that our focus is on mastery and learning we will only offer revisions and we do not offer blanket “extra credit” opportunities to boost students’ grades at any point during the school year.

Policy:
- Only the following type of Mastery Assignments can be revised:
  - Essay
  - Test
  - Project
Mastery assignments like Seminars, Debates, or Presentations cannot be revised as these are in the moment and require the skill of engaging with others and their ideas.

Note: Do Now and Exit Tickets that are based on one lesson should be considered Practice Grades as these are formative assessments, used to give the teacher(s) feedback on where students are in their learning.

- Students in Grades 5, 6, and 7 will be able to revise eligible mastery assignments for the full year; Students in Grade 8 will be able to revise eligible mastery assignments for Q1 and Q2 only in order to prepare for the transition to HS, where there are no revisions.

- In order to qualify for revisions for a given mastery assignment students must:
  - Thoughtfully attempt and fully complete the original assignment when it is initially administered
  - Earn less than 80% on a mastery assignment
  - Complete the reflection and self-assessment to prepare for the revision
  - Meet with one of their teachers in office hours to correct any misconceptions before completing the revision (Note: there should be some form of instruction that happens before a student completes a revision)
  - 5th - 8th grade Teachers will have one after-school tutoring day/office hours on Monday, Tuesday, Thursday or Friday.
- A student will be able to earn a maximum of 80% if they show full mastery of the content on a revised assignment. For example, a student wants to revise a Unit Test that they earned a 60% on. After qualifying for a revision, the student completes the revision with 100% accuracy, their new grade on the assignment is now an 80%.

- All Test Revisions should be done in the presence of a teacher to ensure the integrity of the assignment. Essays and Project Revisions may be done at home.
Revisions should be completed within 2 weeks of receiving the original graded assignment. Teachers will insert a comment in the gradebook to indicate the original grade so that students and families can easily identify which assignments were revised and when the grade has been updated.

Summer Programming

5th and 6th Grade Dragon Camp
Dragon Camp is a 2-week program developed to make sure student’s skills don’t regress over the summer while providing a hands-on learning experience along with field trips and other enrichment opportunities. A student in the 5th or 6th grade may also be invited to participate in Dragon Camp if it is determined that he/she has gaps in his/her academic skills. Students with identified skill gaps in ELA and Math will receive additional literacy and numeracy instruction in a hands-on, interactive learning environment. Students will also participate in social skills classes and afternoon enrichment programs that include science, art, sports, cooking, and dance. Weekly field trips and opportunities to learn outside of the classroom will be provided. Students may be invited to Dragon Camp even if they are repeating the year. Students who fail an academic class for the year with an average of less than 70% will be required to attend camp to earn promotion.

7th and 8th Grade Dragon Academy
A student in the 7th and 8th grade may be invited to participate in the Academy’s 2-week Dragon Academy. Dragon Academy provides an opportunity for project-based learning, time to complete summer assignments, as well as the opportunity to participate in community service projects and volunteer work. Weekly field trips provide students the opportunity to engage in learning outside the classroom. Students may be invited to Dragon Academy even if they are repeating the year. Students who fail 1 or 2 courses for the year with an average of less than 70% will be required to attend Dragon Academy to earn promotion.
Dress Code

Clothing worn by students at the Academy of the Pacific Rim should emphasize the fact that the school is both a community and a place of work. Students should dress in a way that expresses their membership in the community and that suits the standards of a workplace. Their attire should be neat and tidy and should conform to the Academy’s uniform at all times.

The Academy of the Pacific Rim’s dress code for the middle school students consists of:

<table>
<thead>
<tr>
<th></th>
<th>APR branded or plain WHITE, GRAY, or MAROON:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tops</td>
<td>• Collared shirt</td>
</tr>
<tr>
<td></td>
<td>• Sweater (e.g., v neck, crew neck, cardigan, full/quarter zip)</td>
</tr>
<tr>
<td></td>
<td>• T-Shirt/Sweatshirt/Hoodie (APR brand only; hood not allowed over head in the school building)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Students in grades 7/8 can also wear BLACK dress code tops</strong></td>
</tr>
<tr>
<td></td>
<td>*APR team jerseys can be worn by team members on game days</td>
</tr>
<tr>
<td>Bottoms</td>
<td>Solid Khaki brown pants, skirts or shorts</td>
</tr>
<tr>
<td></td>
<td>• <strong>Students in grades 7/8 can also wear BLACK dress code bottoms</strong></td>
</tr>
<tr>
<td></td>
<td>• Skirts or shorts must be at least the length of the wearer’s middle finger when hands are down by sides</td>
</tr>
<tr>
<td>Footwear</td>
<td>Black and white shoes or sneakers</td>
</tr>
<tr>
<td></td>
<td>• Footwear can be solid or have designs in listed colors only</td>
</tr>
<tr>
<td>Headwear</td>
<td>No headwear is permitted except for the purpose of religious observance (e.g. hijabs, yamakas, turbans, etc.).</td>
</tr>
<tr>
<td>Accessories</td>
<td>Ties, Suspenders, Belts:</td>
</tr>
<tr>
<td></td>
<td>• Follow the same color guidelines per grade as shirts</td>
</tr>
<tr>
<td>Physical Education (Grades 5/6 only)</td>
<td>• APR branded or solid gray t-shirt or sweatshirt</td>
</tr>
<tr>
<td></td>
<td>• APR branded or solid gray shorts or sweatpants</td>
</tr>
<tr>
<td></td>
<td>• APR branded black shorts</td>
</tr>
<tr>
<td></td>
<td>• Uniform Sneakers (Sneakers should always be worn with socks and must remain tied at all times)</td>
</tr>
</tbody>
</table>
The middle school student dress code at the Academy of the Pacific Rim specifically prohibits the wearing of:

- Clothing with rips, holes or tears
- Tight, low-riding or revealing clothing (this includes clothing where undergarments or stomachs are visible)
- Jeans
- Yoga Pants/ Joggers
- Any clothing with writing or images other than APR logo (including writing on undershirts)
- Hats/Caps
- Bandanas
- Hoods on head
- Night-wraps/Do-rags
- Jackets
- Sweatshirts (with the exception of the APR sweatshirt)
- Boots for inclement weather (rain or snow boots)
- Personal electronics of any kind including phones (except for medical reasons explained in a doctor’s note)

**Dress for Success:**
On the first Wednesday of every month, students are encouraged to “Dress for Success” by wearing clothing that is appropriate for college interviews and for the professional workplace. Dress for success includes the wearing of dress pants or slacks, a skirt or dress that is no higher than the length of the wearer’s middle finger when hands are down at sides, a button down shirt, a blouse, sweater or top, and an optional jacket or tie. This attire should not be too tight or revealing. Dress for Success clothing is only permitted on Dress for Success days.

**Dress Down Days:**
Dress down days happen periodically throughout the year, often connected to a student fundraiser (towards field trips or raising money to support causes). Specific guidelines for these days vary (sometimes asking students to ‘dress for success’ and other times allowing for students to express individuality). Note that the same list of prohibitions (see above) apply unless specifically addressed otherwise (e.g., students might wear a hat for a specific day).
Physical Education Dress Code

The Physical Education uniform at the Academy of the Pacific Rim is designed for simplicity, neatness, comfort and safety. 5th and 6th grade students should wear the PE clothes to school on days when the PE class meets. For all Physical Education classes, students should wear the assigned PE clothing:

- Uniform Sneakers (Sneakers should always be worn with socks and must remain tied at all times).
- Gray t-shirts with the Academy of the Pacific Rim label.
- Mesh shorts with the Academy of the Pacific Rim label. Students may also wear the sweatpants with the Academy of the Pacific Rim label.
- In cold weather, students may wear the sweatshirts with the Academy label over their uniform.

For safety, uniform and facilities reasons, students must keep book bags in their lockers during the entire day

Students or families should consult with the Principals or Deans if they have questions about whether a particular item of clothing meets the requirements of the above policy. Further, the Principals and Deans reserve the right to restrict individual items of clothing as necessary, given notification of a parent or guardian, if such clothing interferes with normal school activities.
Attendance Policy

Attendance Requirements
Attendance is crucial to your student’s success at the Academy. He or she cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students MUST bring in a note after each day they are absent. The note must include:

- The date of the absence
- The reason for the absence
- A phone number where a parent or guardian can be reached
- The parent/guardian signature

Excused and Unexcused Absences
We realize that there are times when it is necessary for students to miss school, but the Academy strongly believes that your student’s education should be his or her first priority. To meet high expectations and long term goals, being here is essential. The Academy can only excuse a student’s absence for the following reasons:

- A death in the immediate family or other significant family crisis
- Religious Holidays
- Suspension from school
- Medically related absences from school for three or more consecutive days, which require a note from a medical doctor or hospital.

All other absences will be considered unexcused.
In addition, the following policy will apply to all Academy students and their attendance throughout the school year. The policy was created to promote academic excellence, instill the importance of school attendance and ensure the safety of our students and their families.
Technology and Internet Policy

The Academy strives to use technology as an educational tool. Students have access to a computer lab or individual computers with full internet access, as well as educational applications. Everyone in the Academy community is expected to use technology, and specifically the internet, ONLY for educational purposes. Student use of computers and the internet will be under the supervision of Academy staff.

Acceptable Use of Technology
- Research for school assignment
- Word processing or database software for a school assignment
- Educational application

Unacceptable Use of Technology
- Revealing personal information about self or others
- Accessing material that is defamatory, pornographic, harassing or illegal
- Violating copyright laws
- Using the internet for any illegal activities
- Tampering or altering the computer system
- Accessing social networking sites
- Using Instant Messaging or Internet Chat
- Watching videos or listening to music (unrelated to the class) on sites such as YouTube

Accessing other students’ files, as well as any directory to which you have no rights, and maliciously deleting them or altering them in anyway is a violation of this policy.

Personal email is only permitted for school or college related work. Instant Messaging, or “chatting” of any kind, is not to be conducted at any time.

Consequences
If a student is caught viewing any inappropriate sites or violating these rules, their privilege to use school technology will be revoked for a minimum of two weeks and depending on the severity of the offense, further consequences may be administered. Before regaining privileges, the student and family will meet with the middle or high school deans. When privileges are lost, all academic requirements must still be completed.
Code of conduct

The Academy of the Pacific Rim strives to create an environment focused on learning and student growth. Students are expected to hold themselves to high standards for behavior. We believe that paying attention to the little things builds strong habits in young people and our code of conduct is designed to help students take responsibility for their behavior. We also believe that it is our responsibility, as adults, to support students in meeting expectations every day.

Students will demonstrate:

- A willingness to succeed each day by coming to school and class on time, prepared with all materials and in full dress code
- Purposeful, attentive, and engaged behavior in class to maximize time spent on learning
- Honesty by telling the truth at all times including doing only their own work in daily assignments and large assessments
- Safe physical behavior by keeping their bodies in control all times, respecting other’s personal space and engaging in professional physical contact only on campus and in the community
- Safe emotional behavior by respecting other people’s feelings and treating others the way they want to be treated
- Respect by using only their own materials including book bags, lockers, and clothing unless given permission to do otherwise
- Responsibility for maintaining a safe, positive learning environment by reporting actual or potential serious disciplinary infractions to a teacher or school leader

APR’s positive rewards program acknowledges individual acts of contribution towards a positive community that exemplify KG-PRIDE values. Staff members use this system to acknowledge when students are exceeding expectations.

PRIDE Pluses/ Super PRIDE Pluses
Students earn individual “PRIDE” pluses for displaying each of the KG-PRIDE values. When PRIDE Pluses are issued, students earn additional points toward their weekly PRIDE scores. Students earn “Super PRIDE Pluses” when they go above and beyond in demonstrating KG-PRIDE values. Super PRIDE pluses count as five, individual PRIDE pluses.

Dragons of the Week
One student per grade is named “Dragon of the Week” by their teachers for consistently exemplifying KG-PRIDE values. Students are typically honored during the weekly community meetings.

Additional Incentives: Dragon Joy Days (DJDs), Dragon Joy Events (DJEs)
Throughout the year, students will have the opportunity to participate in Dragon Joy Days and Dragon Joy Events. Dragon Joy Days typically happen bi-weekly and include celebrations like Hat Day, Crazy Hair Day, or Sports Jersey Day. Students must meet certain PRIDE score criteria (over the course of the previous week) in
order to participate. Similarly, once a quarter, students who earn a specific PRIDE point total over the course of four weeks will be able to participate in Dragon Joy Events, including the Pumpkin Decorating Contest and Ginger Bread House Contest.

In an event where the code has been violated, consequences will ensue. The Academy's system of consequences is designed to cultivate a respectful, serious academic atmosphere. Consequences will be administered for behavior that is unproductive or counter-productive, such as minor disruptions of class learning, uniform violations, and gum. More serious consequences will be administered for behaviors including, but not limited to the following:

- **Disrespect, defiance and/or disruptions of learning.** The Academy will not tolerate disrespectful behavior towards staff, guests, or other students. Behaviors that prevent other members of the Academy from pursuing their education (such as repeated talking or deliberately distracting other students during class) are considered disruptions of learning.

- **Cheating and/or plagiarism.** Cheating and plagiarism represent breaches of community integrity and trust. The Academy defines cheating as conversing with another student during a graded assessment, copying or attempting to copy the work of another student, or using/attempts to use materials other than those allowed during an assessment. The Academy also considers the act of giving answers or one's work to another student as cheating. Plagiarism is defined as representing the work of another as one’s own.

- **Safety Violation.** A safety violation is any action that puts oneself or others at physical risk. This includes pushing, fighting, threatening or other violent behavior. Being in an unsupervised location is also a safety violation.

- **Integrity Violation.** An integrity violation is one in which a person compromises their integrity. This includes telling a lie or forging a parent’s signature on a school document.

- **Unprofessional contact.** This includes overly affectionate contact including kissing or other displays of romantic affection.

- **Attendance violations.** Students are required to attend all scheduled classes and events during the school day, on time. The Academy has a closed campus. Students should not go beyond the specified limits of the school grounds without an approved chaperone or the express permission of a faculty member. Students who are not present in school may not attend school-sponsored activities after school on that day.

- **Property violations.** The theft, destruction, or defacement of school or private property constitutes violations of state law and jeopardizes the integrity of the school community. This includes writing on desk and walls, destroying walls by putting holes in them, and taking school or other students’ supplies or personal property.

- **Inappropriate behavior on the MBTA.** Students represent the Academy when riding the MBTA. They must not engage in any disruptive and/or dangerous behavior on the MBTA or while waiting at stops.

- **Harassment.** The Academy is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Please see the Non-Harassment Policy for more information.
• **Alcohol, controlled substances, and tobacco.** The sale, transfer, use, or possession of alcohol and controlled substances at school or school related functions is prohibited. Presence at school or school related events while under the influence or emitting the odor of alcohol or controlled substances is also prohibited. Please see the Due Process for Disciplinary Removals section for more information.

• **Weapons.** The possession of a dangerous weapon at school or school related event, including but not limited to a gun or a knife, is prohibited. Please see the Due Process for Disciplinary Removals section for more information.

• **Bullying.** The Academy strictly prohibits bullying. Bullying may include conduct such as physical intimidation or assault; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation. It may also involve extortion, by which a student is intimidated into taking an action against his/her will. Please see the Bullying Prevention and Intervention Plan for more information (online at www.pacrim.org).

The following is a list of reactive behavior interventions used at the Academy in response to a breach of expectations for conduct:

**PRIDE Deltas**
Teachers give students visual reminders and verbal clarification to help them develop the discipline the Academy expects. When a student commits a specific minor infraction, s/he will receive a PRIDE Delta. Deltas serve to remind students of KG-PRIDE expectations, and give students an opportunity to correct their behavior. Each delta earned will deduct two points from a student’s PRIDE Score. If six deltas are earned in one day a student will serve an Afterschool Reflection.

**Afterschool Reflection**
Afterschool Reflection runs on Monday, Tuesday, Thursday and Friday afterschool from 3:15-4:05pm (and on Wednesday 2:00 – 2:30). Depending upon the infraction, students earn either a 25 minute or a 50 minute reflection.

**Saturday Reflections**
Students who skip more than 1 Afterschool Reflection in a week must serve a Saturday Reflection from 9:30am to 11:30am in school dress code. A student might also earn a Saturday reflection for a particularly egregious behavior.

**Dean’s Office Reflections**
Any student whose behavior significantly disrupts the learning environment or endangers themselves or other students will be removed from class at the discretion of the teacher. This means that the student must report immediately to the Dean of Culture and remain in the office until it is clear that the disruptions will cease. Removal from class will require a student to reflect upon and learn from his or her behavior in writing, and may require them to serve an After School Reflection.

**Internal and External Suspensions or Expulsions**
Please see the Due Process for Disciplinary Removals section for more information.
**Personal Electronics Policy**
The Academy strictly forbids the use of personal electronics including headphones and cell phones during the school day. We strongly recommend students leave phones at home. We believe that academics need to be the focus of the program. APR acknowledges that some families will elect to send their students to school with their phones for safety and transportation concerns. 5th and 6th grade will turn their phones into the cell phone closed where they will be secured all day. 7th and 8th grade students will lock their phones in their locker. Any visible personal electronics will be confiscated and turned into the Dean of Culture. If you need to get a message to your student regarding transportation home, please reach out to Mr. Evora. APR is not responsible or liable for any lost, stolen, or broken personal electronics.

**Student Searches**
The Academy of the Pacific Rim reserves the right to conduct searches of students and their property, including but not limited to backpacks, when there is a reasonable basis for believing that the search will provide evidence of a violation of school rules or of state or federal law. Except in an emergency, searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian(s) of a searched student will be notified as soon as possible to inform them that a search has occurred. If a student refuses to cooperate with a request to search a backpack or other property, the school will confiscate the property in question. School lockers and desks, which are assigned to students for their use, remain the property of the Academy and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time.
Appendices

Appendix I: Due Process for Disciplinary Removals
Appendix II: Discipline for Students with Special Needs
Appendix III: Bullying Prevention and Intervention Plan
Appendix IV: Restraint Training and Behavior Supports
Appendix V: Non-discriminatory administration of scholarships, prizes and awards
Appendix VI: Civil Rights Responsibilities
Appendix VII: Confidentiality of Student Records
Appendix VIII: Complaint Procedures
Appendix IX: Inspections
Appendix X: Anti-Hazing
Appendix XI: Transportation
Contact and Visitor Information
Appendix I: Due Process for Disciplinary removals

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

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

A. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, assault on school staff.

Specifically, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the principal. 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.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have committed the misconduct detailed above.

Any student who has been expelled from the school pursuant to GL c. 71 §37H shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the executive director of his appeal. The student has the right to counsel, at his or her own expense, at a hearing before the executive director. 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.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under APR’s Education Service Plan, which is described below in
Section D. If the student withdraws from the APR and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district’s education service plan.

B. NOTICE OF RIGHTS UNDER G.L. c. 71 §37H½

This Notice of Student and Parent Rights applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by the principal if he or she determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to 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 his 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.

The student shall have the right to appeal the suspension to the executive director. The student shall notify the executive director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The executive director shall hold a hearing with the student and the student’s parent within three calendar days of the student’s request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The executive director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The executive director shall render a decision on the appeal within five calendar days of the hearing. The executive director’s decision shall be the final decision of APR with regard to the suspension.

Expulsion Following Felony Adjudication or Admission

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if the principal determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. 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 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.
The student shall have the right to appeal the expulsion to the executive director. The student shall notify the executive director, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The executive director shall hold a hearing with the student and the student’s parent within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The executive director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The executive director shall render a decision on the appeal within five calendar days of the hearing. The executive director’s decision shall be the final decision of APR with regard to the expulsion.

Students who are suspended or expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under APR’s Education Service Plan, which is described below in Section D. If the student withdraws from the APR and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district’s education service plan.

**C. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H¾**

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

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

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

**Notice of Suspension and Hearing under §37H¾**

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

(a) the disciplinary offense;
(b) the basis for the charge;
(c) the potential consequences, including the potential length of the student's suspension;
(d) the opportunity for the student to have a hearing with the Principal or Dean concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
(e) the date, time, and location of the hearing;
(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
(g) if the student may be placed on long-term suspension following the hearing with the principal or dean, the student’s short and long term suspension hearing rights and the right to appeal the principal’s or dean’s decision to the executive director (see Hearing Rights section below).

The Principal or Dean is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The principal or dean is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the Principal has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the principal and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

Emergency Removal

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

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

The principal or dean may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.
Hearing Rights

Hearing under §37H¾: Short-term Suspension

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

The purpose of the hearing with the Principal or Dean is for the Principal or Dean to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal or Dean is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal or Dean is required to provide written notification to the student and parent of the determination and the reasons for it; and if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

Hearing under §37H¾: Long-term Suspension

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

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

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

The Principal or Dean shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
Based on the evidence, the Principal or Dean shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or dean shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal or dean and the parent. If the principal or dean decides to suspend the student, the written determination will:

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

Executive Director's Hearing under §37H½

A student who is placed on long-term suspension following a hearing with the Principal or Dean has the right to appeal the decision to the Executive Director.

In order to appeal the decision to impose a long-term suspension, the student or parent must file a notice of appeal with the executive director within five (5) calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the executive director an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the executive director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

The Executive Director must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and executive director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.
The Executive Director will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

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

The Executive Director shall issue a written decision within five calendar days of the hearing. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the Principal or Dean, but shall not impose a suspension greater than that imposed by the Principal or Dean. The decision of the Executive Director shall be the final decision of the school.

**In-School Suspension under §37H¾**

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

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

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

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

The Principal or Dean shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension and inviting the parent to a meeting.

**Removal from Privileges and Extracurricular Activities**

The Principal or Dean may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.
Education Services and Academic Progress under §37H¾

Students serving an in-school suspension, short-term suspension, long-term suspension, or expulsion have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Student who are expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

D. SERVICES DURING REMOVALS AND SCHOOL-WIDE EDUCATION SERVICE PLAN

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

APR has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

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

If APR expels a student or suspends a student for more than 10 consecutive school days, APR is required to provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student’s parent or guardian, the school or school district shall facilitate and verify enrollment in the service.
Appendix II: Discipline for Students with Special Needs

All students with disabilities are expected to follow the Academy’s Discipline Policy, unless otherwise determined by the Learning Team and written in the student’s IEP. 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. The following information summarizes these rights and protections; they are also fully described in the Notice of Procedural Safeguards that you receive with your child’s Individualized Education Program (IEP) or 504 Accommodation Plan.

Short-Term Suspensions: Students with disabilities, or those suspected of having a disability, may be disciplined in the same manner as non-disabled peers for up to 10 school days in the same school year, as long as the removal does not constitute a change in placement.

Change of Placement: A change of placement is defined as removal for more than ten consecutive school days or for a total of 10 or more days in any school year when a pattern of removal is occurring. If suspension of a student with a disability will constitute a change of placement certain procedural protections under federal special education law apply.

On the date of a decision to make a removal constituting a change of placement, the parents/guardians must be notified and provided with procedural safeguards. Within ten school days, the team must conduct a manifestation determination. As with all Team meetings, parents shall receive written invitation to the manifestation determination team meeting. The Academy will convene a Team meeting of all relevant members, including parents, to review the IEP and determine if the behavior is a manifestation of the student’s disability. In making this determination, the Team will review all relevant information including evaluations, observational information, and the student’s IEP and placement.

If the team determines that the misconduct was: (1) caused by the disability; or (2) had a direct and substantial relationship to the disability; or (3) was a direct result of the district’s failure to implement the IEP (or 504 Plan), then the conduct is a manifestation of the student’s disability and the student may not be expelled or suspended for more than 10 school days, and the student must be returned to his/her placement. The parties, however, may change the IEP and placement through the team process. Also, the team must conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavioral plan already exists, review the plan and make any necessary modifications.

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

If the Team determines the misconduct is not a manifestation of the child’s disability, the disciplinary process may proceed, and the student is subject to the same disciplinary proceedings as a non-disabled peer. For any period of removal for 10 days or more, the student on an IEP is entitled to receive educational services in order to ensure access to the general education curriculum and IEP goals. The Academy will provide special education services to allow the child to continue to make educational progress. A student with a 504 Plan, however, is entitled to educational services only to the extent that non-disabled peers would be provided the same educational opportunity.

Exceptions for Specified Conduct: However, in some circumstances IDEA 2004 allows for a change of placement regardless of whether the behavior is a manifestation of the child’s disability. Specifically, if a student with a disability possesses, uses, sells, or solicits illegal drugs on a school grounds or at a school event; carries a weapon to school or a school function; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the Academy may place the student in an interim alternative education setting for up to 45 school days.
If parents or guardians do not agree to a change in placement or with the manifestation determination, they may request a hearing at the Bureau of Special Education Appeals.

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

The IDEA protections summarized above also apply to students who have not yet been found to be eligible for IEPs if the district “had knowledge” the child was a child with a disability within the meaning of the IDEA before the precipitating event. The IDEA provides that the district is “deemed to have knowledge” if

1. the parent/guardian had expressed concern in writing to the administrator or the child’s teacher that the child needed special education and related services;
2. the parent/guardian had requested an evaluation; or
3. the teacher of the child or other personnel had expressed specific concern about a pattern of behavior to the Director of Special Education or other supervisory personnel in the district.

However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services needs or the parent/guardian refused an evaluation or services.

If the school is not “deemed to have knowledge” regarding the existence of a disability prior to the precipitating event, the student may be disciplined in accordance with the district policies.

If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the evaluation must be done in an expedited manner. Pending the results of the evaluation, the student must remain in the placement determined by the school officials, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the district must provide the student with special education and related services in accordance with the IDEA.
Appendix III: Bullying Prevention and Intervention Plan

Priority Statement

APR has always been and will continue to be a place where students are held to the highest behavioral standards and where we work to foster a positive and safe learning environment.

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

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

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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

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

Needs Assessment

In order to assess the current school climate with regard to bullying, each year the administrative team will undertake a review of all disciplinary incidents at APR, to see if there are identifiable patterns by grade level or gender or sexual identity on the part of target or aggressor among those instances.
At least once every four years beginning with 2015-2016 school year, the school will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school will annually report bullying incident data to the Department of Elementary and Secondary Education. Similar tools to the student survey will be used with faculty, staff, and parents/guardians to assist in determining school climate needs.

**Plan Development and Input**

The administrative team is responsible for developing the BPIP and ensuring that it is updated as necessary. The draft of the BPIP will be posted on the school’s website, and parents will be notified via the school newsletter of the opportunity to provide input on the plan.

The administrative team will also be responsible for planning professional development for staff around bullying prevention, amending family and faculty handbooks, and ensuring that families are informed of and have the opportunity to provide input on the BPIP.

**Annual Staff Training – Procedures**

Each August, during professional development before students return to school, staff will be trained in policies and procedures for reporting and responding to bullying and retaliation.

The BPIP will also be printed in its entirety in the staff handbook. All staff hired after the beginning of the school year will receive this training as part of their orientation.

Staff will receive ongoing professional development throughout the year including a focus on the following areas:

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

**Identifying resources**

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

One of the most important resources we have in creating a positive and healthy school climate is the development of strong relationships between students and the adults in our school.
For students on the autism spectrum, the IEP team will consider and specifically address the skills needed to avoid and respond to bullying, harassment, or teasing.

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

**Specific bullying prevention approaches**

The school’s general approach to preventing bullying is incorporated into our character education program. Time will be reserved within character education lessons to present and review the BPIP with students.

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

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

**General Teaching Approaches**

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

- Setting clear routines and clear behavioral expectations
- Creating safe school and classroom environments for all students
- Creating a positive and focused school culture
- Developing positive adult relationships with students
- Modeling appropriate behaviors and relationships for students
- Using the internet safely
**Policies and Procedures for Reporting and Responding to Bullying and Retaliation**

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

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

- **Reporting by Staff:** A staff member will report any bullying incidents immediately to the Dean of Students, in addition to following all other customary disciplinary procedures.
- **Reporting by Students, Parents/Guardians and/or Others:** The school expects all members of the school community who witness an incident of bullying to report it to the Dean of Students. Reports may be made anonymously, but no disciplinary action will be taken against and alleged aggressor solely on the basis of an anonymous report.

**Responding to a Report of Bullying or Cyberbullying or Retaliation**
Before investigating, the Dean of Students will take steps to ensure safety of targets and witnesses.

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

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

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

**Investigation**
The Dean of Students will investigate promptly all reports of bullying or retaliation, except when a reported bullying incident involves the Dean as the alleged aggressor. In such cases, the Principal or designee shall be responsible for investigating the report, and other steps necessary to implement the BPIP, including addressing the safety of the alleged victim. If the Principal is the alleged aggressor, the Executive Director or designee shall be responsible for investigating the report, and other steps necessary to implement the BPIP, including addressing the safety of the alleged victim. If the Executive Director is the alleged aggressor, the Board of Trustees or their designee shall be responsible for investigating the report, and other steps necessary to implement the BPIP, including addressing the safety of the alleged victim.

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

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

1. The target and/or reporter (if different from the target) is/are made to feel safe and is in no way restricted in participating in school or benefitting from school activities. As part of this process, the Dean will meet with the target and his/her family in order to assess the target’s need and to ensure the successful restoration of the target’s safety, including a possible counseling referral.

2. The aggressor faces stiff disciplinary action and that the aggressor and the family of the aggressor are given access to additional educational resources (including possible counseling referral) and further understand that any repeated instance will meet with increasingly severe consequences.

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

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

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

Each year, the school will include its Bullying Prevention Plan in its student and family handbook (in the family’s languages of preference) and will post it on its website.
Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

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

Definitions

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

**Aggressor** is a student or staff member who engages in bullying, cyberbullying, or retaliation.

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

i. causes physical or emotional harm to the target or damage to the target’s property;

ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

iii. creates a hostile environment at school for the target;

iv. infringes on the rights of the target at school; or

v. materially and substantially disrupts the education process or the orderly operation of a school.

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

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

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

Relationship to other laws
Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity, or homelessness. Nothing in the BPIP prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law, or school or district policies.

In addition, nothing in the BPIP is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the BPIP covers the behavior.
The Academy of the Pacific Rim Charter Public School
Bullying Prevention and Intervention Incident Reporting Form

1. **Today’s Date** __________________________

2. **Name of Reporter/Person Filing the Report** __________________________

3. **Is the reporter a target of the alleged bullying?** __________________________

4. **Reporter’s relationship to the school (student, parent, etc.)** __________________________

5. Please **describe the alleged incident(s)**. Be sure to include:
   - the name of the **target** of the bullying;
   - the name of the **aggressor**;
   - date(s), time(s) and location(s) of the incident(s);

Please use additional space on back if necessary.
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

6. Please list any **witnesses** to these events:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Signature (if not anonymous): ___________________________ Date: ___________

For Administrative Use Only

Form given to: __________________________________ Position: __________________________ Date: __________
Signature: ___________________________ Date Received: __________
1. Investigator(s):_____________________________________________
   Position(s):_________________________________________________

2. Interviews:
   □ Interviewed aggressor: Name/Date: ____________________________
   □ Interviewed target: Name/Date: _______________________________
   □ Interviewed witnesses: Name/Date: ____________________________
   Name/Date: _______________________________

3. Any prior documented incidents involving the aggressor? □ Yes □ No
   ● If yes, have incidents involved target/target group previously? □ Yes □ No
   ● Any previous incidents with findings of bullying or retaliation? □ Yes □ No

4. Summary of Investigation:
   Please use additional space on back if necessary.
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

5. Finding of bullying or retaliation:
   □ YES: □ Bullying or □ Retaliation
   □ NO: Incident documented as ____________________

6. If Yes, contacts:
   □ Target’s parent/guardian Date:______________
   □ Aggressor’s parent/guardian Date: ________________
☐ Law Enforcement (if needed) Date: ____________________

7. Action Taken:
   ☐ Loss of Privileges ☐ Detention ☐ Suspension
   ☐ Community Service ☐ Education ☐ Other ________________________________

8. Safety Planning:
   Please use additional space on back if necessary.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

9. Follow-up with Target:
   Scheduled for ________________ Initial and date when completed: ______

10. Follow-up with Aggressor:
    Scheduled for ________________ Initial and date when completed: ______

11. Report forwarded to Principal/Executive Director: Date__________________

   Signature: __________________________________ Date: ____________________
Appendix IV: Restraint Prevention and Behavior Supports

The Academy of the Pacific Rim Charter Public School complies with the state regulations regarding the Prevention of Physical Restraint and Requirements if Used, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Definitions

*Physical restraint* is 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.

*Physical escort* is 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.

*Mechanical restraint* is the use of any device or equipment to restrict a student’s freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or used 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.

*Chemical/medication restraint* is the administration of medication for the purpose of temporarily controlling behavior. Medication restraint does not include medication prescribed by a licensed physician and authorized by the parent/guardian for administration in the school setting.

*Prone restraint* is 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.

*Seclusion* is 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.

*Time-out* is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming.

Staff Training

Within the first month of school, or within the first month of employment, all school staff shall receive training with respect to the district’s restraint policy, including receiving information about:

- The role of the student, family and staff in preventing restraint;
- The school’s restraint prevention and behavior support policy and procedures;
- Interventions that may preclude the need for restraint, including de-escalation and other alternatives to physical restraint in emergency situations;
- The types of permitted physical restraint in an emergency;
• Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans;
• The prohibition on medication, mechanical and prone restraint, and seclusion; and
• Identification of school staff who have received in-depth training in the use of restraint.

In addition, at the beginning of each school year, the school shall identify staff who are authorized to serve as a school-wide resource to assist in proper administration of physical restraint. Such staff shall participate in in-depth training or a refresher course, if appropriate, in the use of physical restraint. In-depth training shall include information on:

• Appropriate procedures for preventing the use of physical restraint, including de-escalation techniques, relationship building, and 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 of 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, and instruction on the effects on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
• Documentation and reporting requirements, and investigation of injuries and complaints;
• The impact of physical restraint on the student and family, including psychological, physiological and social-emotional effects.

Preventing student violence, self-injurious behavior and suicide:

APR will provide school wide professional development, led by the school crisis team, 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. The crisis team, along with teachers and other school personnel, will identify students who are potentially at risk, and review their social, emotional and behavior progress at the Student Intervention Team (SIT) meeting to plan interventions and supports for students.

The crisis team will include the School Psychologist, Social Worker, and MS/HS Dean. All members of the crisis team are trained in Crisis Prevention Intervention (CPI). 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 a physical restraint, the crisis team will develop a safety or crisis plan. The plan will include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings for the purpose of assessing progress and making necessary adjustments. The crisis team can conduct a Functional Behavioral Assessment (FBA) or Safety Assessment, and can refer to outside agencies, including mental health agencies.

Strategies to Calm Students and Prevent Restraint:

Physical restraint is an emergency procedure which should be used only as a last resort. There are a number of other de-escalation techniques school staff should use first, including:

• Active listening;
• Use of a low, non-threatening voice;
• Limiting the number of adults providing direction to the student;
• Not blocking the student’s access to an escape route;
• Suggesting possible resolutions to the student, and offering the student a choice;
• Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.);
• Communicating what is expected behavior by clearly stating instructions and expectations;
• Brief physical contact to promote student safety;
• Redirecting attention;
• 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 escort”);

Another strategy to calm students is administering a time-out. A time-out that meets the following conditions is permitted and is not included in the definition of a seclusion:

• The time-out is used as a behavioral support strategy, not for disciplinary purposes.
• The student temporarily separates from the learning activity or the classroom either by choice or by direction from staff for the purpose of calming down.
• The student is continuously observed by a staff member who is 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 use of calming.
• The time-out ceases as soon as the student has calmed.
• Principal approval must be obtained by a staff member when a time-out lasts longer than 30 minutes due to the student’s continued agitation.
• If a time-out lasts half of the time that a school day is in session or longer, such lost class time is treated as an in-school suspension for purposes of student discipline laws.
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:

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

2. Obtain assistance: Whenever possible, school personnel should immediately take steps to notify school administrators, the crisis team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

3. One person speaks: To minimize the likelihood of confusion and/or the 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.

4. Remove the 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 (see the description of time-out above).

5. 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.

Use of Restraint

School staff may use physical restraint only as an emergency procedure of last resort, when a student’s behavior poses a threat of assault, or imminent, serious physical harm to self and/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.

Physical restraint shall not be used as a means of discipline or punishment; or as a response to property destruction, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of assault, or imminent, serious, physical harm.

Physical restraint shall not be used when a student can’t be safely restrained because it is medically contra-indicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

Physical restraint shall not be used as a standard response for any individual student. Written behavior plans, 504 accommodation plans or IEPs shall not include the use of physical restraint as a standard response to any behavior.

Mechanical and medication restraint, and seclusion are prohibited.

Prone restraint is prohibited, except on an individual student basis, under the following circumstances:
• The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students/staff; and
• All other forms of physical restraint have failed to ensure the safety of the student and/or others; and
• There are no medical contra-indications, as documented by a licensed physician; and
• There is a psychological or behavioral justification for the use of prone restraint, and there are no psychological or behavioral contra-indications, as documented by a licensed mental health professional; and
• The school has obtained consent to use prone restraint in an emergency, and has been approved by the principal; and
• The school has documented all these circumstances in advance of the use of prone restraint, and maintains the documentation.

Only trained personnel 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 person/s administering the physical restraint shall use only the amount of force necessary to protect the student and/or others from physical injury or harm, and shall use the safest method available and appropriate to the situation.

All physical restraint must be terminated as soon as the student is no longer an immediate danger to him/herself or others, or the student indicates he/she can’t breathe, or the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

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. 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 expressed or demonstrates significant physical distress, the students shall be released from the restraint immediately, and school staff shall seek medical assistance.

If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal, and such approval shall be based on the student’s continued agitation during the restraint, justifying the need for continued restraint.

After the release of a student from restraint, the school shall review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff who administered the restraint to discuss whether proper procedures were followed, and consider whether follow-up is appropriate for other students who witnessed the restraint.

**Reporting Requirements**

The staff member/s who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. If the principal has administered the restraint, the principal shall prepare the report and send it to the Federal Programs and Compliance Officer for review. The principal shall maintain a record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department of Elementary and Secondary Education (DESE) upon request.
The principal shall make reasonable efforts to verbally inform the student’s parent/guardian of the restraint within 24 hours of the event, and shall notify the parent/guardian by written report sent within three school working days of the event, to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three working days after the event. If the school customarily provides the parent/guardian with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language. The principal shall provide the student and the parent/guardian an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report shall include:

- The name of the student, the names and job titles of the staff who administered the restraint, and those who witnessed the event (if applicable);
- The date of the restraint, the time it began and the time it ended;
- The name of the principal or designee who was verbally informed following the restraint, and if applicable, the name of the principal or designee who approved continuation of restraint beyond 20 minutes;
- 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 the behavior, alternatives to restraint that were attempted, and the justification for initiating the restraint;
- A description of the administration of the restraint, including the holds used and the reason/s why such holds were necessary, the student’s behavior during the restraint, how the restraint ended, documentation of injury to the student and/or staff, if any, and medical care provided, if any;
- Information regarding any further action/s the school has taken or may take, including consequences that may be imposed on the student; and
- Information regarding opportunities for the student’s parent/guardian to discuss with school officials the administration of the restraint, any consequences imposed on the student, and any other related matter.

All restraint-related injuries shall be reported to the DESE. In such cases, the school shall send a copy of the written report to the DESE postmarked no later than three school working days after the event, along with a record of physical restraints maintained by the principal for the 30-day period prior to the date of the restraint.

The school shall collect and annually report data to the DESE regarding the use of any physical restraint, in a manner and form directed by the DESE.

Administrative Review:

On a weekly basis, the principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams to assess each student’s progress and needs, which shall include the following:

a) Review and discussion of the written reports and comments provided by the students and parents about the use of restraints;
b) Analysis of circumstances leading up to each restraint, including time of day, day of week, antecedent events, and individuals involved;
c) Consideration of factors that may have contributed to escalation of behaviors, alternatives to restraint included 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; and
d) A written plan of action.

In the event that the principal directly participated in the restraint, his/her immediate supervisor shall lead the review team’s discussion. A record of each individual student review shall be maintained by the principal or his/her designee and shall be made available for review by DESE or the parent upon request.

On a monthly basis, the principal shall review all school wide restraint data, and 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 restraint school wide and for individual students; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is appropriate to modify the school’s restraint prevention and management policy, conduct additional staff training, or take other action as appropriate to reduce or eliminate restraints.

Annual Review

Each year, the administrative team will undertake a review of all restraint data, and 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 restraint school wide and for individual students; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is appropriate to modify the school’s restraint prevention and management policy, conduct additional staff training, or take other action as appropriate to reduce or eliminate restraints.

Complaints. Complaints and investigations regarding restraint practices are covered by APR’s Grievance Procedure. This information is available in the Discrimination Policies section of this handbook.

Additional information, including a copy of the regulations, can be obtained from APR’s Executive Director, Spencer Blasdale, who can be reached at 617-361-0050 ext. 118. A copy of the regulations may also be obtained at the DESE website: http://www.doe.mass.edu/lawsregs/603cmr46.html
Appendix V: Non-discriminatory administration of scholarships, prizes and awards

Scholarships, prizes and awards sponsored or administered by APR are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. APR does not endorse or recommend private scholarships with such restrictions, and does not advise individual students to apply for such scholarships. List of Awards:

The KG-PRIDE Award: nominated by a different teacher each week

At the end of each quarter, students are celebrated during honors assemblies with the following awards:
- Dean’s List, Honor Roll, High Honors, Highest Honors: determined by grade averages
- Effort Awards: each teacher names the effort award recipient/s for their course/s
- Citizenship Awards: determined by citizenship ratings
- Merit Awards: determined by the number of merits awarded
- Community Service Awards: determined by the number of community service hours completed (HS only)

The following awards are given at the end of the school year. Nominations for most of these awards are made by faculty, who meet to review data such as citizenship ratings, grades, merits and anecdotal evidence before voting on who should receive each award:

Middle School:
- Kaizen Award
- Gambatte Award
- Purpose Award
- Respect Award
- Integrity Award
- Daring Award
- Excellence Award
- Dragon of the Year Award

High School:
- True Scholar Award
- Athlete’s Award
- The Leadership Award
- Creative Arts Award
- Academy Prize
- Award for Outstanding Academic Commitment: Determined by GPA

Senior class:
- Academy Prize for Academic Achievement: Determined by GPA
- Academy Prize for Citizenship & Character
- Jamie Rose Connors Memorial Scholarship
- Nichols Prize
- Parent Council Award for Character
- PREP Award
- Thespian Award: Voted on by the student members of the Thespian Society
- Robert W. & Diane M. Consalvo Founder’s Scholarship: Determined by GPA
• Jules Olsen Scholarship: Nominated by the College Placement team, the high school principal and executive director.

Appendix VI: Civil Rights Responsibilities

Nondiscrimination

APR does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to APR on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, gender identity, homelessness, 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(l); 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 APR on the basis of race, sex, color, religion, national origin, sexual orientation, gender identity, or homelessness as required by M.G.L. c. 76, § 5, and 603 CMR 26.00: Access to Equal Educational Opportunity.

Non-Harassment Policy

APR is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, gender identity, homelessness, 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. APR requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition of Harassment

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offend or show disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, gender identity, homelessness, 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.

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

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

2. The individual’s response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.

3. Such conduct interferes with an individual’s job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

**Harassment and Retaliation Prohibited**

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

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

**Grievance Procedure**

**Where to file a complaint:** Any student or employee who believes that APR has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with Executive Director Spencer Blasdale. If the Executive Director is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the CAO Priti Johari. These individuals are listed below and are hereinafter referred to as “Grievance Administrators.”

- Executive Director Spencer Blasdale  
  Academy of the Pacific Rim Charter Public School  
  1 Westinghouse Plaza  
  Hyde Park, MA 02136  
  617-361-0050

**Complaints of harassment by peers:** In the event the complaint consists of a student’s allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the Dean of Students: in the 5th through 8th grade, Euridio Evora; in the high school, Jonathan Anderson.

**Complaints of discrimination based upon disability:** A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, CMR 603 28.00, M.G.L. c. 71B, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education’s Parents’ Rights Brochure rather than this Grievance Procedure.

A copy of the Parent’s Rights Brochure is available from:

- Director of Student Support Alex Kuehnle  
  Academy of the Pacific Rim Charter Public School  
  1 Westinghouse Plaza  
  Hyde Park, MA 02136  
  617-361-0050
A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

Complaints of discrimination based on gender: A person who alleges discrimination on the basis of sex, pursuant to Title IX of the Education Amendments of 1972 may file a complaint with Executive Director Spencer Blasdale. If the Executive Director is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with CAO Priti Johari.

Executive Director Spencer Blasdale or
CAO Priti Johari
Academy of the Pacific Rim Charter Public School
1 Westinghouse Plaza
Hyde Park, MA 02136
617-361-0050

Contents of complaints and timelines for filing

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

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

Investigation and resolution of the complaint

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

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

Within 20 school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within 5 school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).
If it is determined that harassment has occurred, the school will act promptly to eliminate the offending conduct and put measures in place to prevent such conduct from recurring. In addition to addressing the specific incident, the school will work to eliminate any hostile environment created by the harassment. In determining the appropriate response, staff will consider various factors, including the characteristics and circumstances of the target, the nature of the incident, and the environment in which the incident occurred. Where appropriate, the school may do one or more of the following: separate the aggressor from the target, provide counseling for the aggressor and/or target, reaffirm its policy against harassment, train faculty on appropriate responses to harassment, provide programming for students on the harmful effects of harassment, and/or impose disciplinary action against the aggressor. The school will follow up with harassed students and their families to find out whether there have been any new incidents of harassment or instances of retaliation and will act promptly to address any problems. In cases involving sexual assault, staff will follow the procedures set forth in the Child Abuse and Neglect Policy set forth in the APR Faculty Handbook.

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

The aggressor 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.

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

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

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

**Appeals**

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

Peter Fishman  
Chair: Board of Trustees  
Academy of the Pacific Rim Charter Public Schools  
1 Westinghouse Plaza  
Hyde Park, MA 02136  
617-361-0050

The Board of Trustees will issue a written response on the appeal to the grievant within 10 school days of receiving the appeal.
Generally, a grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695 as follows:

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of APR’s final disposition on a complaint filed through APR, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with APR.
Confidentiality of Student 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. The following is a general overview of the provisions in those 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 applicable Principal.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. APR 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.

Student & Family Directory Information: For the purpose of maintaining efficient contact with families and publicizing student and school accomplishments, APR has a practice of releasing directory information, consisting of any of the following: the student’s name, address, telephone listing, date and place of birth, dates of attendance, class, participation in recognized activities and sports, honors and awards, and post-graduation plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, the directory information will be released without further notice or consent.

Photographs, Video, Audio, Recorded Comments: For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, APR has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, any of the above may be released without further notice or consent.

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.

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

Parents and eligible students have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.
Health Records
Students must have up to date immunization records and annual physical examinations in order to attend Massachusetts public schools. The Academy must have accurate documentation of this information from a physician. In addition, information about allergies or other medical conditions are important for us to have on file. Ill students must be picked up by a designated adult. If they are ill, students cannot go home by themselves. Please contact our nurse, Marita Argant (x137), if you have questions.

Health and Sexuality Curriculum
The Academy provides a series of health and wellness classes for our students. The purpose of these workshops is to aid in creating an environment in which every student, faculty member and family is and feels safe and makes healthy decisions, thereby giving everyone the opportunity to attain the best possible education. The classes are part of the health and physical education curriculum, and will be taught by either by our physical education teacher or members of the Peer Health Exchange. These classes discuss abstinence, healthy decision-making, domestic violence, self-esteem, HIV/AIDS and sexuality, as well as nutrition, exercise, drug and alcohol use, and overall health and fitness.

The Academy will send a letter home with students to explain the specific curriculum offered. Families will also have an opportunity to meet with Academy administrators and the teacher of the course. While families do not have to give permission for their student to participate in the workshops, they do have the right to exempt their children from such class periods. To do this, simply write a letter to your student’s principal.
Appendix VIII: Complaint Procedures

Complaints and Concerns
If you have a complaint or concern about an issue at the School, we ask that you address it with a staff member as soon as you become aware of it. If a resolution is not reached, parents/guardians may contact LS/MS Principal James Nardo or HS Principal Alex Lisak. If the concern is still not resolved, parents/guardians are urged to contact the Executive Director, Spencer Blasdale. Except as otherwise provided by policy or regulation, the decisions of the Executive Director with regard to individual student matters are final.

Complaints of Discrimination and Harassment
An individual who believes that he/she is the target of harassment or other discrimination based upon a protected classification may file a grievance under the procedures identified earlier in this handbook.

Complaints Regarding Compliance with the Charter School Statute/Regulations
The Board of Trustees is responsible for ensuring the School’s compliance with the provisions of the Charter School Statute/Regulations (M.G.L. c. 71 §89 or 603 CMR 1.00 et.seq.). If a parent/guardian has brought a concern to the Executive Director, is not satisfied with the response, and believes that the concern involves a violation of the Charter School Statute or Regulations, he/she may submit a written complaint to the Chairperson of the Board of Trustees. The Chairperson will take the steps necessary to provide an appropriate response in writing no later than 30 calendar days following receipt of the complaint. An individual who believes his/her complaint has not been adequately addressed by the Board of Trustees may submit the complaint in writing to the Commissioner of the Massachusetts Department of Elementary and Secondary Education, at 75 Pleasant Street, Malden, MA 02148-5023.

Complaints Regarding Compliance with State or Federal Education Laws
Any individual who believes that the School has violated applicable federal or state laws (other than those specified in the Charter School Statutes/Regulations as noted above) may file a complaint with the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance at 75 Pleasant Street Malden, MA 02148-5023. In addition, complaints involving the provision of programming for students with disabilities under federal/state laws may be filed with the Massachusetts Bureau of Special Education Appeals, at 75 Pleasant Street, Malden, MA 02148-5023.
Appendix IX: Inspections

The Academy of the Pacific Rim was inspected for friable and non-friable asbestos containing materials in January, 2008 in response to the EPA Asbestos Hazard Emergency Response Act (40CFR 763, AHERA, 1987). With the information obtained in the inspection of the school, the management plan was developed to manage the asbestos in the schools in a manner which protects human health and the environment. The inspection was performed and the Management Plan was developed by AHERA accredited and Massachusetts licensed personnel. The Management Plan is available for public inspection in the Business Office of the Academy. Copies of the Management Plan will be made available upon request for fees associated with reproduction. The Designated Person for Academy of the Pacific Rim is our Chief Financial Officer, Chris Collins. Mr. Collins can be reached at 617-361-0050 if you require further information.

This annual notification to the community is required of all schools and is to be posted annually in our student handbook each year.

ANNUAL ASBESTOS NOTIFICATION LETTER
School Year 2019-2020

Dear Staff, Guardians and Students:

A copy of the Academy’s Asbestos Management Plan is available during regular school hours.

The Academy continues to update and improve our AHERA Asbestos Management Plan. Any inquiries regarding the management of asbestos containing materials in our schools should be directed to our district’s AHERA designated person, Oliver Truog at otruog@pacrim.org
Appendix X: Anti-Hazing

The Academy of the Pacific Rim prohibits any form of hazing, as defined below in Chapter 269, section 17. The Academy also requires that those who witness hazing must report such to a school administrator, per Chapter 269, section 18 below. Any individual in our community who does not follow this policy will be subject to consequences on a case-by-case basis.

Chapter 269, Section 17 - Crime of Hazing
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 be imprisoned in a house of corrections for not more than one year or by both such fin and imprisonment. Disciplinary action for school related hazing is at the discretion of the school administration relative to the severity of the action.

The term “hazing” as used in this section and in Section 18 and 19 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 physical activity which is likely to adversely affect the physical health or safety of any other such student or other person, or which subjects the students or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Chapter 269 Section 18 – Duty to Report Hazing
Whoever knows that another person is the victim of hazing as defined in section 17 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 a crime shall be punished by a fine of not more than one thousand dollars.
Chapter 269 Section 19 – Issuance to students, groups, organizations, teams

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.

I have read and understand the above hazing law and my duty to report any incident of Hazing.

Name: __________________________________________  Date: ___________________
Appendix XI: Transportation

Academy of the Pacific Rim Charter Public School Student Transportation Policy

Transportation for eligible APR students is provided by Boston Public Schools.

Yellow School Bus Transportation
5th graders living one or more miles and 6th graders living 1.5 or more miles away from the school are eligible for school bus transportation via the Boston Public Schools transportation department. BPS will notify parents of route, stop, and bus number information directly. Contact BPS Transportation at 617-635-9520 with all questions.

BPS Issued T-Passes
All students in grades 7-12 who live in Boston are now eligible to receive a free annual MBTA pass (Student Charlie Card) from BPS. T-Passes are usually distributed by BPS to APR during the first or second week of September.

A lost bus pass must be reported to the Front Desk, where a Replacement Request Form is completed. APR will try its best to have BPS replace the pass within the next week. Replacement passes are fully at the discretion of BPS. There is a $5.00 charge for a replacement pass.

Purchasing T-Passes
Students who are non-Boston residents may choose to purchase an annual pass from Ms. Smith in the Administrative Suite for the amount of $300.00, that can be paid in 2 installments of $150.00 each. First payment is due by Wednesday, September 6th and the 2nd payment is due by Wednesday, January 3rd. These bus passes are 7-Day passes. These T-Passes can be replaced by contacting Ms. Smith.

MBTA/APR Behavior Policy:

Students are responsible for their behavior at bus stops and while on MBTA vehicles. Students who violate our discipline policy while waiting for or using public transportation will be subject to the consequences outlined in our discipline policy.
Contact and Visitor Information

The school phone number is 617.361.0050. If you would like to leave a message for a teacher during the day you can call the school and you will be directed to the correct extension. Our email format is [first initial][last name]@pacrim.org. (For example Jane Doe would be jdoe@pacrim.org) For a complete directory of our faculty and staff contact please visit www.pacrim.org/About APR. You can also follow us on social media. We are on Facebook and Twitter.

Visitors
The Academy invites families and the public to visit our school. In order to ensure the safety of the learning environment, all visitors must report to the Receptionist Desk on the first floor and sign in. The Academy reserves the right to deny entry to anyone whose presence might endanger the safety of its students and staff or disrupt the learning environment. Please note that minors who do not attend the Academy, including siblings, relatives and friends of our students, cannot visit without an adult and the permission of the principal.