Match Middle School
Student and Family Handbook
2026-2027

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Introduction

I. PURPOSE OF THIS HANDBOOK*

The information contained in this document is a general description of the policies and procedures of Match Charter Public School ("Match") relating to students and families as of the time of publication. All information contained herein applies retroactively and supersedes and replaces any older versions of the Student and Family Handbook (the "Handbook") and the policies contained therein. This Handbook is for informational purposes only and it does not create a contract between you and Match, nor does it bind Match to any specific actions. Match reserves the right to modify, revoke, suspend, terminate or change any or all these policies, and to determine the applicability and interpretation of any policy in particular situations as they occur. The up-to-date version of the Handbook will be posted on the Match website, a copy will be provided upon request, and parents will be informed of any substantial changes to the Handbook.

As used herein, except as otherwise defined in a specific policy, the term "parent" or "parents" shall mean a student's father, mother, or legal guardian, as applicable.

All parents are required to read this Handbook and sign and return the accompanying Acknowledgment Form.

II. MISSION STATEMENT*

The mission of Match is to prepare Boston students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. Additionally, we intend for this school to serve a large number of English language learners.

III. MULTILINGUAL LEARNER PROGRAM VISION*

1. **LANGUAGE-** We believe that ALL scholars are academic language learners and all teachers are academic language teachers.

2. **MORE THAN A SCORE-** We believe that our multilingual scholars are MORE than just a score on the ACCESS Test or the ELD level that they have been assigned. We believe that all of our scholars come from rich cultural backgrounds and come with unique resources and experiences that we can leverage in our teaching every single day.

3. **CO-TEACHING MODEL-** We believe in using the co-teaching model to serve our multilingual scholars. In this model, two or more teachers share responsibility for teaching scholars, planning instruction, and evaluating scholar progress. We believe that co-teachers must collaborate to implement The Sheltered English Instruction Model successfully.

4. **PULL OUT SUPPORT-** We believe that pull out support is provided to scholars when it is determined that they need more intensive language teaching beyond what can be provided in the classroom.

5. **SCAFFOLDING-** We believe in scaffolding and supporting lessons to ensure our scholars can do the most important thinking and work in the lesson. We only provide scaffolds when they are necessary.

6. **DATA-** We believe in using a diverse set of data points to inform our scaffolds, supports, and instructional decisions.

7. **FEEDBACK-** We believe in giving our scholars regular, individualized feedback on both content and language. We believe in giving feedback to our teammates about how to better teach content and language.

8. **URGENCY-** We believe our work is urgent and important. We believe in adjusting our practice every day through coaching and collaboration to do what is best for our scholars.

IV. SCHOOL VISION AND VALUES

Match Charter Public Middle School is a tuition-free charter public school that prepares its students to succeed in college and beyond.

We believe that student learning is the responsibility of every member of our community. Through our **core values** (below)**,** the implementation of our **tiered supports** for academic and Social Emotional Learning (SEL), and our **diversity, equity and inclusion initiative**, we will work together to ensure that every student achieves academic success.

Core Values

- Freedom
- Innovation
- Equity
- Teamwork
- Accountability

V. SCHOOL CULTURE

Our school culture is characterized by the following phrase: **High Expectations, High Support.** We have high expectations for our students' character development and academic achievement, and we work relentlessly to help our students meet those ambitious goals.

What it is: An evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness.

Why does it matter: Responsive classrooms allow educators to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive.

Guiding Beliefs:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

School Policies and Procedures

1. Non-Discrimination and Harassment*

Match prohibits any form of discrimination, intimidation, threat, coercion, and/or harassment on the basis of race (including natural or protective hairstyles historically associated with race), color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement, homelessness or any other consideration made unlawful by any federal, state or local laws or regulations.

In addition, harassment by employees, students, vendors, volunteers and other individuals at Match or at school-sponsored events is unlawful and is strictly prohibited. Match requires that all employees, volunteers and students conduct themselves in an appropriate manner with respect to all members of the school community. For the policy on and procedures around non-discrimination and harassment, including sexual harassment, please refer to the Non-Discrimination and Harassment Policy (Exhibit A) and the Title IX Policy (Exhibit N).

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

2. Bullying Prevention Plan*

Match is committed to providing a safe educational environment for all students and strictly prohibits bullying, including cyberbullying. Match employees and volunteers are required, and all members of the school community (including families and students) are strongly encouraged to immediately report any instance of bullying or retaliation of which they are aware. For more information about the bullying prevention policy and reporting procedures, please refer to the Bullying Prevention Plan (Exhibit B). For more information about internet safety, please refer to the Acceptable Use Policy (Exhibit I).

3. Academic Calendar and Sample Schedule

The Match Middle School academic calendar is split up into 4 grading periods, or quarters. At the midpoint of each quarter, parents will receive a Progress Report indicating their student's current grades via mail. At the end of the quarter, parents will receive a Report Card reporting the final grades for their student for that grading period, which will be distributed at Family Conferences. The beginning and end of each academic quarter is listed below:

Grading Period	Begin Date	End Date
Quarter 1	8/27/26	10/30/26
Quarter 2	11/2/26	1/15/27
Quarter 3	1/29/27	4/2/27
Quarter 4	4/5/27	6/14/27*

**This date may change as the last day of school is dependent upon the number of school days canceled due to weather during the winter.*

Our school day runs from 7:10am to 2:00pm on Monday through Friday. On a regular school day, students will have English Language Arts, History, Science, co-curricular, and Math classes.

4. ATTENDANCE POLICY*

All students should be in school daily to make academic progress. **Regular attendance in school is required** by Massachusetts law for all people between the ages of 6 and 16 and is an essential component of a student's personal, social and emotional wellness and academic success. It is the shared responsibility of each student, the student's family, and Match to ensure that the student attends school each day, other than in extraordinary circumstances. Given the high rigor of the curriculum, missing one day at Match can have detrimental effects on a student's learning. **Poor attendance is not tolerated**. Instruction cannot be substituted by just making up classwork and homework assignments.

Parents should be fully aware that when they enroll their children at Match, they are committing to following the academic calendar, and that family vacations and other events or activities should only be scheduled during designated school breaks. Because every student's absence at MMS, regardless of the reason, means that the student is missing learning time, MMS does not differentiate between excused and unexcused absences.

When a student is in school, the student must attend all scheduled classes. A student must be at school, at a school related activity (e.g., field trip), or receiving academic instruction for at least half the school day to be counted as present. Match staff take attendance, and the school maintains this documentation and periodically shares it with parents. Match will provide tools to help staff understand their roles with respect to student attendance and to facilitate tracking, monitoring, and following up when students are absent.

If a student fails to attend school at the beginning of the school year and there is no successful contact with the student or parent despite reasonable efforts made by Match, the student will be unenrolled from Match on or about October 1 of the school year.

Match keeps accurate records of attendance and will make the records available for inspection by the Department of Elementary and Secondary Education, as necessary. Failure to attend school, except under extraordinary circumstances, may result in school personnel contacting certain state agencies or filing an official complaint with the appropriate court.

Please note that students are afforded rights under Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Act ("IDEA") should their absences be related to a disabling condition.

A. ABSENCE PROCEDURES

Students may only miss a day of school for serious illness or legal matters (documentation must be submitted when the student returns to school). Absences due to court-mandated appearances, serious medical or disability-related appointments (if proper documentation is provided), religious observances, or verifiable family emergencies will be evaluated on a case-by-case basis and in accordance with all regulatory guidelines. Routine medical appointments are not treated as "excused". Excessive absences will be considered a violation of the MMS community responsibilities. We ask that families not schedule vacations or non-emergency appointments during school time. **Families should take advantage of school vacations to schedule appointments and travel.**

If your child will not be in school on a given day, the family/guardian must contact the Match Front Office by 7:00am to inform us that the student will not be attending that day and the reason for the absence. If a student has not arrived at school by 8:45am and Match has not received a call from the family/guardian, the Front Office Manager or designee will text the telephone numbers provided by the custodial parent to notify them about the absence. Match staff who are engaged with the student, such as the classroom teacher, student support team, social workers and/or special education team, will be informed by the Assistant Principal, about the student's absenteeism.

Students who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

B. Incomplete Days: Lateness and Early Dismissal Procedures

If a student is present at school for more than half of the school day, but does not complete a full school day, the student is assigned an Incomplete Day. At MMS, this means that a student must be present at school on Mondays through Fridays for at least 4 hours and 15 minutes. This is the case whether the student arrived late to school or was dismissed early. **Excessive Incomplete Days are not tolerated.**

If a child arrives at school late, the family/guardian must call the Front Office before the start of the school day to inform Match of the time the scholar will arrive and the reason for the late arrival. Late students must check in at the Front Office before reporting to class.

If a child is to be dismissed from school early, the custodial parent/guardian is required to send a note or make a phone call to the Front Office, and communicate information about:

- the reason for the early dismissal;
- the date and time at which the student will be picked up from school, or is to be dismissed early from school;
- specifically, who will be picking the student up from school (first name, last name, and relationship to scholar), and/or if they can be dismissed on their own; and
- a phone number where the parent can be contacted for verification. The Front Office Manager or designee will call home to verify every note.

The student must check out with the Front Office before leaving School during the school day for any reason.

*Students **cannot be dismissed by or released to individuals who are not a custodial parent/guardian** unless the school has written permission (i.e. text, email, physical note) from the parent/guardian which names that individual. Individuals who are permitted by the parent/guardian to pick up or dismiss their child must provide legal identification in order for the child to be dismissed.*

The Nurse or designee will call the family if a child needs to go home for medical reasons, and this determination will be made at the Nurse's of designee's discretion. Upon early pick up from the school due to illness, the nurse will communicate to parents the conditions which should be met (no fever, no vomiting, etc.) prior to the scholar returning to school.

Once a student is tardy to school (arriving after 7:30am) three times in a week, the student will engage in a lunch or after-school reflection to complete missed work. Families will be informed when this threshold is reached.

C. Match Middle School Attendance Interventions

Match proactively utilizes preventative and responsive interventions to address student absences and incomplete days. Match utilizes evidence-based interventions that are responsive to the needs of students and their families and are strategically targeted to address the root causes of absenteeism for our students. The following are general guidelines that will be the minimum level of intervention conducted by Match staff. Match may intervene at an earlier stage or frequency if the student frequently misses classroom time at the start of the school year or during a concentrated period of time. The Assistant Principal will continually assess the effectiveness of, and design and implement improvements to, interventions and will communicate with staff members involved with the student, including the classroom teacher, student support team, school social workers and/or special education team to improve student attendance.

Efforts will be made to inform and educate parents and families about the importance of consistent, uninterrupted, and punctual attendance for student learning and growth. At parent teachers' conferences, teachers will discuss the scholar's attendance record and highlight the importance of regular attendance for student academic achievement and growth.

If a student has missed five (5) or more school days in a school year, Match will notify the parents in writing and with a follow-up phone call, and make a reasonable effort to meet with the parents (ideally in person) to develop action steps for student attendance, which shall be developed jointly by the Director of Mental Health or designee, the student, and the parents, with input by relevant school personnel. Action steps may include attendance 'contracts, incentive programs, regular check-ins and check-outs with a trusted staff member, and other strategies to improve attendance.

If a student has been absent for five (5) consecutive days, and Match is unable to make contact with the family, the principal and/or designee may file a report with the Department of Children and Families (DCF) or file a CRA with the court.

If a student has ten (10) absences in a school year, Match will notify the parents in writing and have a mandatory meeting (ideally in person) with the parents and relevant school personnel. The action steps to address student attendance will be reviewed and revised, and the team, student and family will implement a contract for attendance. Topics covered will include the possibility of student retention in the event the student reaches twenty (20) absences, and the possibility of making referrals to specific support services or community resources, and/or outside government agencies or the court will be discussed and considered.

If a student is absent for ten (10) consecutive days during the school year, the principal or the principal's designee will investigate to identify and address factors contributing to chronic absences and to assess whether the student intends to return through multiple reasonable efforts, including but not limited to an attempt to contact the parent by phone, email, through certified mail and/or by a home visit. If there has been no successful contact between the parent and the school to explain the absences, that student may lose the student's seat at Match and may be considered un-enrolled from the school. Match may file a report with DCF and/or file a CRA with the court.

At 15 student absences, Match will require another parent meeting with the Assistant Principal and other administrators and school staff to discuss the high risk of retention and grounds for filing an official truancy report with the court or involving DCF. Match may file a report with DCF and/or file a CRA with the court.

At 20 student absences, Match may retain the student for the following school year at the principal's or designee's discretion. A parent meeting will be required with the Principal, Director of Mental Health, school social worker and/or other school personnel. Match may file a truancy report with the court or a CRA with DCF.

5. PROMOTION POLICY/GRADES

Standards-Based Grading: Match will continue to use a Standards Based Grading system, which was introduced in the 2021-2022 Academic Year. Standards-based grading is different from traditional grading (A, B, C, etc.), because standard-based grading measures student progress relative to specific learning standards. Standards-based grading separates a student's learning and mastery of skills from other factors, such as behavior.

Why Standards-Based Grading: At Match, we believe that our students will be intellectually prepared for success in college and beyond, and our grading policy helps us to achieve this goal. Standards-based grading provides students, teachers, and families with clear and actionable feedback because instead of students receiving an average score for a course, they will receive a mastery level for specific skills learned in that course. In other words, instead of receiving a B in math and not understanding exactly what they need to do to improve to an A, student grades and report cards will be broken down into key skills and topics learned in that course with a score for each. This allows teachers and families to clearly identify what a student needs support with in order to improve overall. Additionally, standards-based grading supports our anti-racist mission for grading because it focuses solely on academic need and ability,

instead of allowing grades to be impacted by other factors.

What are Standards? Standards are academic skills that students are expected to learn in a specific grade level and content area. Each academic course will identify 12-20 key skills, or Power Standards, that students need to have learned by the end of the school year in order to be successful in the next grade level. Assessments and grades will be based on the 12-20 Power Standards identified.

How will Standards be Graded? Students will have at least 5 assessments throughout the school year to measure their current level of mastery for each standard. Assessments can be in the form of projects, performance tasks, quizzes, tests, presentations, essays, labs, or other tasks that allow students to demonstrate their understanding without adult intervention. For this reason, daily practice assignments, such as homework, will not be factored into the student's overall mastery score. Assessments, gradebooks on PowerSchool, report cards, and progress reports will be broken down to represent the student's current level of mastery for each of the Power Standards identified.

For each standard, students will receive a score based on a rubric which uses a 4-point scale:

1: Needs Improvement	**2: Partially Meets Expectations**	**3: Meets Expectations**	**4: Exceeds Expectations**
This student has learned some of the needed knowledge or skills but still needs support or lacks key information.	This student is able to demonstrate some proficiency in this area, but still lacks key knowledge or skills needed to be on grade-level.	This student has mastered the standard and is on grade-level for this content and skill.	This student has demonstrated proficiency and can apply the knowledge or skill beyond the grade-level expectation.

It is important to note that the goal is for students to be on grade-level by the end of the year, which would be represented as a score of 3: Meets Expectations. A 3 communicates that the student has mastered the content necessary for that grade level and topic. Since students are expected to be at this level by the end of the school year, grades will also remain live throughout the year. In other words, a student's grade will always measure their present level of performance for a specific standard, instead of being an average of all assignments for a particular quarter or school year.

Subject Grades: Standards grades will be a decaying average of the last 3 assessments.

In this calculation, assessments will be weighted as follows:

- the most recent assessment will be weighted at 65%
- the next most recent at 23%
- the third most recent at 12%

An example calculation:

Standard: RI.4.RRLTC		
Assessment	**Score**	**Weight**
Test, Sept. 8	2	*12%*
Essay, Oct. 7	2	*23%*

Project, Nov. 12	3	*65%*
Standard Score:	**2.65**	
= (2 * *12%*) + (2 * *23%*) + (3 * *65%*)		

Although only assessment scores will be included in the gradebook, students will still receive written and oral feedback on non-graded tasks to support their growth and learning. Families should expect to receive regular communication about their students' progress in this way, as well as family conversations and conferences, gradebook updates on PowerSchool, weekly reports, quarterly progress reports, quarterly report cards, and weekly updates via the dean's list.

6. SEAL OF BILITERACY*

Match Charter Public School is excited to offer our seniors at Match High School the State Seal of Biliteracy.

From doe.mass.edu:

The State Seal of Biliteracy is an award that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

Eligibility requirements:

Student Criteria for the State Seal of Biliteracy	**Student Criteria for the State Seal of Biliteracy with Distinction**
Meet all graduation requirements	Meet all graduation requirements
472 or higher on Grade 10 ELA MCAS	501 or higher on Grade 10 ELA MCAS
A score equivalent to or higher than Intermediate High on the school-administered world language assessment	A score equivalent to or higher than Advanced Low on the school-administered world language assessment

7. STANDARDIZED TESTING

Our school and our teachers continually reflect on their instruction, scholar growth, and engage in a data analysis cycle to meet the needs of all scholars. Teachers use reliable data to inform their teaching including frequent reading assessments, unit tests, interim assessments, quizzes, and informal assessments. Once teachers have analyzed data, they implement an action plan to meet the various needs of all scholars. Scholars know their goals and can articulate what they need to work on to progress towards those goals. Teachers cultivate in scholars the belief that **genius is something that they develop through hard work.**

We use three formal assessments:

1. **Unit assessments** are administered to track scholar progress and to ensure scholars are on track to meeting their end of year academic growth goals. These assessments are aligned to the Common Core Standards and the MCAS 2.0 assessment).

2. **The MCAS 2.0 assessment** which is a state assessment aligned to the Common Core State Standards. Match Middle School is a public school and is required to participate in the Massachusetts Comprehensive Accountability System (MCAS). All core academic classes follow curricula that are aligned with the Massachusetts Curriculum Frameworks. Students study content and practice skills that directly prepare them for success on the MCAS (and beyond). Specific and targeted MCAS preparation is provided in each core academic class. In addition, students take official MCAS practice exams and learn specific test-taking techniques and strategies throughout the year. For the current academic year, MCAS will take place between April and May.

3. **MAP Growth** is a diagnostic assessment that we give to students three times a year to assess their mastery of grade-level content and to monitor their overall progress in reading and math.

Match Middle School does not administer the Independent School Entrance Exam (ISEE) or the Secondary School Admission Test (SSAT) and does not provide tutoring or preparatory practice for these exams. For more information on the ISEE, please go to www.iseetest.org. For more information on the SSAT, please go to http://ssat.org.

8. HOMEWORK POLICY

Match Middle School will provide students with homework daily. Teachers will distribute homework for their subject during the day and students will be expected to return the completed homework the following day. Homework for all subjects will be communicated to families at the start of the week.

9. PROGRESS REPORTS

Match Middle School issues four progress reports over the course of the school year; progress reports are mailed at the midpoint of each quarter (see section 3 Academic Calendar and Schedule for dates when progress reports are mailed). Progress reports are an important way to let students and their families know how students are performing academically between report cards. Students and families are encouraged to check grades more frequently by using PowerSchool, our online gradebook and student information system. ***All new families will receive instructions on how to log in and use their PowerSchool accounts at the start of the school year.***

10. REPORT CARDS

Report cards are distributed at the end of every quarter and contain the final grades for that given quarter (see section 3 Academic Calendar and Schedule for dates when report cards are distributed). There will be designated days for parent conferences, and a staff member from school will call home to schedule parent conference meetings. We appreciate families' support in maintaining strong communication between the school and home, especially when a student is not succeeding academically. The aim of the parent-teacher conference policy is to ensure there is time to collaboratively plan how to improve a student's performance.

11. EXTRACURRICULARS

Match Middle School believes that student participation in school-based student activities is very important. Extracurricular activity enhances students' lives while also strengthening their college applications. Selective colleges believe that participation in both school-based extracurricular activities and activities that are not affiliated with

school are of great benefit to students. Match Middle School administrators are willing to work with students to help start new organizations and clubs. Students who are interested in getting involved in an extracurricular activity may speak with their advisor, an administrator, a teacher or an extracurricular staff member or student leader to explore options.

Every organization and club is required to have at least one faculty supervisor. Extracurricular activities or clubs sponsored by the school operate in accordance with the Non-Discrimination and Harassment Policy (Exhibit A) and other applicable Match policies.

The following student activities are, or have been, offered at Match Middle School: Art club, Music club, Chess club, Anime club, Community Service Group and Cheer/dance team. The list varies from year to year depending on staffing, student interest, and other factors. Match Middle School also partners with other outside organizations to enhance our students' middle school experience.

12. FIELD TRIPS

Classes or extracurricular clubs at Match Middle School will occasionally go on field trips. Match Middle School may require certain behavioral or academic benchmarks to be met in order for students to qualify to participate in non-academic, extracurricular field trips. All field trips will require a permission slip to be signed by a parent.

We want families to be involved in Match Middle School. Families are encouraged to volunteer as chaperones for field trips. Volunteers must commit to following all applicable Match policies and to carefully following the safety guidelines provided by the school and staff. Volunteers are not permitted to bring other children on field trips as they will distract from the focus on Match Middle School students.

13. SUMMER ACADEMY

Students who are behind grade level academically may be required to attend three weeks of summer academy during July (see promotion policy/ grades). Parents will be notified in the spring if their child is at risk of having summer academy and will receive additional information in June if their student must attend. In order to be promoted to the next grade, students must successfully complete summer academy by meeting attendance requirements and passing all summer academy classes.

14. RIGHTS OF STUDENTS WITH DISABILITIES*

Match provides services for students with disabilities in accordance with state and federal special education laws and regulations.

Special Education: Students who have an educational disability will receive special education services if (1) the student is between the ages of 3 and 22; (2) the student has not obtained a high school diploma or its equivalent; and (3) the student's IEP Team determines that the student has a physical, emotional or educational disability which keeps the student from making effective progress in a regular classroom even with accommodations. If the student is found eligible for special education services, an Individual Education Plan (IEP) will be developed by the student's IEP Team, of which the parents are key members. These services will be provided in the least restrictive environment as required by law and IEPs will be reviewed annually by the IEP Team.

The Special Education Director maintains all special education records in accordance with state and federal law, coordinates annual IEP reviews, organizes professional development for teaching and tutoring staff, coordinates weekly accommodation meetings with teaching faculty, and supports teachers and tutors in making appropriate curriculum, assessment, and instruction modifications. If a parent or teacher has concerns about a student's progress and would like to initiate the referral process, they should contact the Special Education Director.

Beginning at age 14 or sooner if determined appropriate by an IEP Team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals as required by law. When a student with disabilities reaches the age of 18, the student must consent to the special education services. To receive copies of the state and federal laws and regulations governing the special education process, please contact the Special Education Director.

504 Accommodation Plans: Students found to have physical or mental impairments that substantially limit one or more major life activities (including learning) will receive a 504 Accommodation Plan that articulates and implements a program of instructional services, including general classroom accommodations, to assist such students who are educated in the regular education setting. A team of individuals knowledgeable about the student (including the parent) reviews the nature of the student's disability to determine whether and how the disability affects the student's education and determine the accommodations and/or services that are required. A variety of accommodations and services may be offered in accordance with 504 Accommodation Plans, which are reviewed periodically.

SEPAC: The Match Charter Public School Special Education Parent Advisory Council (SEPAC) serves as a family advisory to Match on issues pertaining to the education and safety of children with disabilities. SEPAC meets with Match personnel to participate in the planning, development and evaluation of Match's special education programs. SEPAC may also provide families with resources and training to assist them in planning their child's educational program. SEPAC has an elected chairperson and is a resource for all Match families, whether or not they have a child with identified special needs. For more information about SEPAC, please contact the Special Education Director.

Discipline of Students with Disabilities: In addition to the disciplinary approaches and due process protections afforded to all students (see the Student Discipline Policy (Exhibit F)), students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services, or students who have been found to have a disability that impacts upon a major life activity, as defined under Section 504, are entitled to increased procedural protections prior to imposing certain disciplinary consequences. For more information, please see the Discipline for Students with Disabilities Policy (Exhibit G).

15. IN-SCHOOL OBSERVATIONS*

In accordance with Massachusetts law, Match permits parents and their designees (such as parent designated independent evaluators and educational consultants) to conduct in-school observations of their student's current or proposed special and regular education program.

When a parent or designee wishes to conduct such an observation, the following procedures shall be followed:

1. The parent shall contact the Special Education Director or the Principal and request an observation. The parent will indicate the name of the person who will conduct the observation and the affiliation of that person to the child and/or parent.
2. If the request for the observation comes from someone other than the parent, Match will need to confirm with the parent the identity of the observer and ensure that the parent consents to the observation in writing. If the designee wishes to access the student's records, Match must also obtain written consent from the parent before allowing the designee to access the student's records in accordance with Massachusetts law and the Student Records Policy (Exhibit H).
3. Upon notification of the request for the observation, Match will provide timely access to the student's current or proposed educational program. The school will contact the parent and/or designee to schedule a mutually convenient time for the observation. Please be advised that there may be certain times of the year that the school generally will not schedule observations, such as during exams, due to the disruption the observation would cause during these particular time periods. If the observation is requested during one of these time periods, Match will work with the observer to find another mutually agreeable time for the observation.
4. The school will also discuss with the parent and/or designee in advance of the observation a reasonable time allotment for the observation. The observer will be permitted to observe both academic and non-

academic activities if requested. Observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program to be observed.

5. Match is responsible to ensure the safety of its students at all times. If, in the opinion of the school, the observation threatens to compromise the safety of students, the integrity of the program being observed, or if there is a threat of disclosure by the observer of confidential or personally identifiable information the observer may obtain while observing the program, the school may impose reasonable limitations and restrictions on the observation. Match will discuss these concerns with the observer prior to the observation and make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation.

Match may exercise its discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of students or the program being observed.

16. HOME OR HOSPITAL INSTRUCTION*

Students who are confined to home or a hospital for documented medical reasons for 14 school days or more during the school year will be provided with educational services in the home or hospital. To be eligible for these services, students must obtain a physician's written order from a physician who is personally responsible for the student's care and be in the home or hospital for at least 14 school days in any school year. Such physician notice must include, at a minimum, the date the student was admitted to the hospital or confined to the home, the medical reason for and expected duration of the confinement, and what medical needs should be considered in planning the education services. Such services shall be provided with sufficient frequency to allow the student to continue the educational program, as long as such services do not interfere with the student's medical needs.

To obtain home or hospital services, parents should contact their child's principal and provide the requested written documentation from the physician. The educational services will begin without undue delay after the principal receives the physician's written documentation. Such educational services and the service delivery shall be coordinated with the Director for Special Education and individualized to the student's educational and medical needs, but shall not be considered special education unless the services include requirements of the student's IEP.

In addition, if in the opinion of a physician, a student with disabilities is likely to remain in the hospital or at home for more than 60 days in any school year, the Special Education Director shall convene a Team within ten (10) school days to consider evaluation needs and, if appropriate, to develop or amend an IEP tailored to the student's specific circumstances.

General School Information

1. Family Involvement

Match Middle School is a community of students, families, and school staff members. We believe in the importance of working hand in hand to make a positive impact on the academic and social growth of every child. Although the job of making decisions about school policy belongs to the Principal and School Leadership Team, family involvement is not only welcome but is absolutely critical to the success of the school. We want all families to be actively involved in the education of their child.

One of Match Middle School's goals is to provide families with regular communication to keep families fully informed of school happenings and how their students are doing. We need your help to succeed. *Please keep the front office informed of changes in phone numbers, addresses and/or email addresses immediately by calling (857) 203-9668.*

The **Match Middle School Parent Advisory Council** is open to all families. Parent Advisory Council meetings are held once a month at Match Middle School. Families are notified of meetings via mass email. All families are highly encouraged to attend. All meetings are held at Match Middle School. Please reach out to the Front Office at (857) 203-9668 or mmsfrontoffice@matchschool.org if you'd like to attend and you will require translation services.

The Parent Advisory Council is a collaboration between families and school leadership. Members of the Parent Advisory Council have the opportunity to plan events and activities, raise important issues, and act as a sounding board on new policies and changes at Match. If you are interested in learning more, please contact the Front Office at (857) 203-9668 or mmsfrontoffice@matchschool.org.

2. Health Office*

Health Screenings: There will be mandatory health screenings during the school year for students in certain grades, including vision, hearing, height, weight (BMI-for-age) and scoliosis. If you would like to request that your child not participate in such screenings, please submit a written request to the school nurse. The results of these screenings will not be shared with individuals other than the parents without the parent's consent.

Immunizations: Massachusetts law requires that all students who are enrolled in school meet certain minimum immunization requirements. Students who do not provide up-to-date documentation of immunizations will be excluded from school in accordance with the law unless the student has obtained an exemption for medical or religious reasons, which must be renewed annually at the start of the school year.

Note: When a case of a vaccine-preventable disease emerges, susceptible individuals (including those with medical or religious exemptions) who are not vaccinated will need to be excluded for the appropriate time periods as outlined in Reportable Diseases, Surveillance and Isolation, and Quarantine Requirements (105 CMR 300.000).

Medication: The school nurse will only administer over-the-counter medications to students whose parents have provided written consent at the beginning of the school year. For additional copies of the OTC medication form, please contact the school nurse.

Prescription medications must be delivered in the original pharmacy container or dispensing packaging to the school nurse and must be accompanied by a doctor's written order and parental written consent. A parent or another responsible adult must deliver the medication to the nurse's office. To obtain the appropriate consent form or a copy of the Administration of Prescription Medication Policy, please contact the school nurse.

Life Threatening Allergies: Match understands that some students have life-threatening allergies and is committed to minimizing the incidence of life-threatening allergic reactions. Parents must notify the school nurse about allergies via the appropriate form before the first day of school and provide the school with epinephrine to administer to the

student if necessary (see, "Medication," above). The school nurse will develop an Individual Health Care Plan (IHCP) and Emergency Action Plan (EAP) with the student's parents, and upon request, meet with the parent to discuss the child's allergy. For more information, please see the Life-Threatening Allergies Policy attached hereto as Exhibit K.

Illness: If the school nurse determines that a child needs to see a doctor or has a contagious illness, the student's family must pick up the child from school. In addition, Match has implemented standardized procedures for any Match students in grades 6-12 who participate in extra-curricular athletic opportunities at Match and suffer a head injury. To receive a copy of the Sports-Related Head Injuries Policy, please contact the school nurse.

Health and Sex Education: Match provides a comprehensive health education curriculum designed to provide students with the knowledge and skills to make responsible, well-informed personal health decisions. The health education curriculum covers a wide variety of topics, including human sex education and human sexuality issues. Under Massachusetts law, parents have the right to exempt their children from any portion of a curriculum that primarily involves human sexual education or human sexuality issues by submitting written notification to the Principal. For more information, please see the Parental Notification Relative to Sex Education (Exhibit J).

Substance Use Prevention and Misuse: Match takes its role very seriously to proactively prevent substance use and abuse and to work with local stakeholders to provide students and families with information and identify those students who may be at risk. For more information, please see the Substance Use Prevention Policy (Exhibit L).

3. COMPLAINT PROCEDURE*

Family satisfaction is a priority at Match, and it is committed to addressing and resolving any family concerns. If a problem arises, Match encourages the complainant to address the problem directly with the staff member(s) involved. If the complainant is dissatisfied with the proposed resolution, the complainant should contact the Principal. If after conversations with the Principal, the complainant is not satisfied, the complainant should contact the Chief Operating Officer. If the situation is still not resolved, the complainant may file a formal complaint with the Board of Trustees (the "Board"). The Board will have 45 days following receipt of the complaint to respond in writing and conduct an investigation to ensure that the school is in compliance with charter school law and regulations. If the Board fails to address the complaint to the complainant's satisfaction, the party may submit the complaint to the Commissioner of Elementary and Secondary Education.

If an individual believes that the school has violated any federal or state law or regulation, the individual may file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education at any time.

4. STUDENT RECORDS*

Match follows all state and federal laws relating to the confidentiality, access, and amendment of student records. For more information about the policies and procedures around student records, please refer to the Student Records Policy (Exhibit H).

5. IDLING VEHICLES*

Operators of school buses and personal motor vehicles, including family members, students, employees, volunteers and visitors, are prohibited from idling such vehicles (leaving the engine on while the car is parked) on or within 100 feet of school grounds, unless an exception under 540 CMR 27.04 applies.

6. GIFT POLICY*

No Match employee may accept a gift worth $50 or more in a calendar year when the gift is given because of the employee's public position, or because of some action the employee could take or has taken in the employee's public role. Gifts worth less than $50 may be accepted, but a written disclosure must be made by the employee if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of $20 value is the same as 1 gift of $80 if given in the same calendar year).

In general, it is permissible to accept homemade gifts without retail value because a reasonable person would not expect an employee to unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items, handpicked flowers, or handmade gifts worth less than ten dollars.

Class Gifts: A single class gift per calendar year valued up to $150 or several class gifts in a single year with a total value up to $150 from families and students in a class may be accepted if the gift is identified only as being from the class and the names of the givers are not identified to the recipient. The recipient may not knowingly accept an individual gift from someone who contributed to the class gift.

Gifts for School Use: Gifts given to a Match employee solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the $50 limit. However, a Match employee who accepts such gifts must keep receipts documenting that such funds were used for classroom supplies.

7. TRANSPORTATION

Match Charter Public School is provided transportation services for its students by the Boston Public School (BPS) system. As such, Match follows BPS transportation policies.

BPS determines eligibility for their transportation services based on the distance each student lives from school. In grades 6 and above, if a student lives less than 1.5 miles from the school, the student will not receive transportation assistance from BPS. If the student lives 1.5 miles or farther from the school, the student will receive BPS transportation. In grade 6, the default mode of transportation provided by BPS to eligible students is yellow school bus service. In grades 7 and 8, the default mode of transportation provided by BPS to eligible students is an MBTA student pass (M7) providing the student with free fares on MBTA subways and buses. Please see the BPS transportation website (http://bostonpublicschools.org/transportation) for more information.

Parents may submit a waiver for their student in grade 7 or 8 to request yellow bus service instead of an MBTA student pass. Waivers for yellow bus service will ONLY be granted if there is room on the buses assigned to Match Middle School. Often, buses are at capacity with students who are initially assigned to the yellow bus – in this case, BPS will not allow parents requesting waivers to send their students on the yellow bus.

If there is extra capacity on yellow buses, BPS will grant waivers if students travel for more than an hour on the MBTA to school, have more than 3 MBTA line transfers on their way to school, or families have a concern about the student's ability to safely travel to school on the MBTA.

In addition, once a student has switched from an MBTA pass to yellow bus service in a school year, they may not switch back. Please see the BPS transportation website (http://bostonpublicschools.org/transportation) for more information.

Parents also may submit a waiver for their student in grade 6 to request a free MBTA pass instead of yellow bus service. However, once a student has switched from yellow school bus service to an MBTA pass, they may not switch back. Please see the BPS transportation website (http://bostonpublicschools.org/transportation) for more information.

Behavior on the bus:

Match Middle School considers the school bus to be "an extension of the classroom." That means the Code of Conduct, Community Guidelines, Students Discipline Policy, Non-Discrimination and Harassment Policy, and other policies and procedures governing student behavior also apply on the school bus. Any actions that endanger the health, safety, or comfort of the other students or the driver will not be tolerated. Students who violate Match policies while on the bus may be disciplined and may be denied transportation. The first report of a behavior violation from transportation staff will result in a written warning letter and a phone call to the student's parents. Each subsequent report for that student may result in a bus suspension. The first bus suspension will be a one-day suspension, then the length of bus suspension will increase by two days with each incident report from the transportation department, until a student has received a five-day bus suspension, at which point a meeting with that students' parents will be necessary before moving forward with a potential bus removal for the rest of the school year. Also, should a problem arise between multiple students on the bus, families must not take matters into their own hands. Families should notify the driver of the problem and call the school to report the issue. The Dean of Students will then investigate the problem and determine appropriate outcomes. Should you have concerns with adults on the bus (drivers or bus monitors), please call the school.

While riding the bus, students must:

- Remain seated when the bus is in motion.
- Stay in one (sometimes school-assigned) seat for the entire ride unless asked to move by an adult.
- Keep hands, head, feet and personal belongings inside the bus and out of the center aisle at all times.
- Treat the other students, the driver, any monitors, and bus equipment with respect.
- Keep the bus safe and clean.
- Do not consume or have any exposed food or drink.
- Use all forms of technological devices and their content (including photos, video recordings, social media, television/movies, music, etc.) in an appropriate and safe manner, including no sound playing without headphones.
- No yelling or speaking above a conversational voice level.

8. CANCELLATION DUE TO POOR WEATHER CONDITIONS

Match Middle School follows the weather cancellation decisions of Boston Public Schools. If Boston Public Schools is closed, Match Middle School will be closed. In the event of poor weather conditions, please listen to local television and radio stations for information about school cancellation. In addition, we will notify you via an automated message if school is canceled.

9. LOST/STOLEN PROPERTY

We strongly encourage families to ensure that students do not bring valuables or large sums of money to school. All articles left on campus will be placed in the Lost and Found. Unclaimed articles will be disposed of periodically. We make efforts to return all personal property to the student or a family; however, the school is not responsible for replacing lost or stolen property, or for compensating the family for the value of that property. Please be sure all jackets, sweaters, sweatshirts, and other personal items are marked with the student's name. Any items that cause disruption to the classroom community will be confiscated.

10. LOCKER POLICY

Lockers are a convenience provided to accommodate a student's belongings. They are school property, should not be defaced or damaged, and are subject to search by school officials at any time subject to the School Searches

policy, below. The security of a locker depends on the combination being kept private; it should not be shared with anyone. It is a student's responsibility to see that the locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers. A student having trouble with the operation of lock or locker should report the problem to the Director of Operations, the Dean of Students or their homeroom teacher.

Match Middle School will provide all students with 1 combination lock, free of charge, at the beginning of the year. If a student needs a replacement lock due to loss or sharing their combination with other students, they may purchase a new lock from Match Middle School for $5.00. They also may purchase their own. If the school needs to access the locker, the school may need to cut the lock if the student chooses not to or cannot communicate the combination.

11. VISITOR POLICY

To ensure the safety of students, the confidentiality of personal information, and the integrity of the learning environment, visitors are limited to:

- The parents of a current student;
- Other family members of a current student at the request of the parents;
- Individuals conducting an in-school observation (in accordance with the In-School Observations Policy, above)
- Individuals invited by the school, including, but not limited to, community volunteers, student mentors, and guest speakers; or
- Former Match Middle School students may visit after school is dismissed (2:00pm)

All visitors must sign in at the school office and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds. Visitors shall not distract the teacher from instruction or otherwise interrupt the instructional process.

Student and adult spectators at school events that are open to the public are expected to model good sportsmanship and citizenship. A visitor to a school or school event who violates this policy may be asked to leave the event and may lose the privilege of coming on campus and attending future school events. The presence of unauthorized visitors on school grounds or in facilities may constitute trespassing and may subject violators to criminal prosecution under the laws of the State of Massachusetts.

12. STAFF DIRECTORY

Visit https://matchschool.org/about/staff-directory/ for the staff directory.

13. DEAN'S OFFICE REFERRALS

The Match Middle School Dean's office referral systems are used to give our students feedback on which behaviors create a safe, productive, and professional learning environment. It also provides data for Match Middle School staff to identify if a student needs extra support in meeting these expectations.

Dean's office referrals will be given to students for breaking or infringing school and classroom rules and behavior that takes away from their learning or the learning of other students.

Dean's office Referrals:

Consistently respectful behavior facilitates the learning of every student in the classroom and allows every member of the classroom community to feel safe. Students who exhibit unsafe behaviors or cause a significant disruption to the learning environment may be referred to the Dean's office to ensure that their classmates' learning is not

compromised. Match Middle School staff will make all reasonable efforts to encourage students to discontinue or modify unexpected behavior. If these efforts have failed, staff will refer students to the Dean's office. The decision to refer a student to the Dean's office is determined by the egregiousness of the behavior, persistence and/or the repetition of the unexpected behavior, the degree of disruption, and the perceived motivation or intent of the behavior. The goal of a referral to the Dean of Students is always to help students reflect on negative and unexpected behavior, assist students in identifying ways to be productive and successful in the learning environment, and to hold students accountable for any behavior that does not uphold the Match Middle School core values.

When a student is referred to the Dean's office for any behavioral reason, the student will be required to call a parent to inform them that the student has disrupted the student's and others' learning and therefore cannot be in the classroom. When necessary, this phone call will be followed up with a call from the teacher at the end of the day. The referring teacher will also follow up with the student about the behavior and welcome the student back into their class.

Students who have been referred to the Dean's office will complete a written reflection and consult with the teacher before reentering the classroom. Match shall comply at all times with the Student Discipline Policy as applicable.

14. SCHOOL DRESS CODE

Please reference below for examples of clothing items that are prohibited and are in violation of Match Middle School's dress code. Note that scholars are not required to wear uniforms, but scholars are welcome to wear the school uniforms that they have purchased in the past.

Tops: Plain blue, gray, black, or white t-shirt, polo, or long-sleeved shirt without any words, images, or logos. Tops must be full length and cover midriff.

Bottoms: Students must wear bottoms that are khaki, navy, or black slacks or jeans. Pants must be slacks (that include pockets) or jeans. Shorts, skirts or jumpers must touch the knee when standing. Leggings or sweatpants (even if they are khaki, navy, or black) are not part of the uniform. Bottoms should not be too tight or restrictive and should allow enough movement for students to comfortably participate in PE classes.

Bottoms: In Uniform	**Bottoms: Out of Uniform**
● Khaki slacks ● Navy slacks ● Black slacks ● Jeans (with no rips or patches) ● Khaki short, skirts, or jumpers ● Navy shorts, skirts, or jumpers ● Black shorts, skirts, or jumpers ● Match branded sweatpants ○ Available for purchase directly from Match Middle School for $25 All bottoms must be COMPLETELY plain with no logo or any design.	● Leggings/yoga pants ● Biking shorts ● Sweatpants (non-Match branded) ● Windpants ● Shirts, shorts, or jumpers that don't touch the knee in the front and back when standing (regardless of students wearing shorts/ tights/leggings underneath) ● Bottoms with designs (striped, etc.) or any logo ● Ripped bottoms

Shoes: Students must wear sneakers which can be any color (no boots, light-up shoes, open-toed or open-backed shoes). For safety purposes, snow and rain boots are not uniform. Students may wear snow or rain boots to school but must also bring their sneakers to change into once they enter the building.

Headwear: Students are not allowed to wear hats, du-rags, bonnets, ski masks, or head scarves. Students are allowed

to wear a headband.

Accessories: Students can wear necklaces, bracelets, watches, rings. Any jewelry with the ability to connect to Wi-Fi or cell service (such as Apple Watch or Fitbit) is not permitted and students will be asked to place those items in their locker. If a student does not place their device with the ability to connect to cell service or Wi-Fi will be confiscated by an adult and returned to the student at the end of the day.

Sweaters, Sweatshirts, Fleeces, and Cardigans: Blue, white, gray, or black crew necks or cardigans are allowed as an additional layer. Coats and hats should not be worn in the classroom.

15. SMOKING POLICY*

The possession, use, consumption, distribution or display of any tobacco product, nicotine product, or any tobacco or nicotine paraphernalia (including any electronic nicotine delivery system), is prohibited on Match campuses and within 500 feet (approximately the length of 1.7 football fields) of Match property by employees, consultants, contractors, visitors, families and students at all times. Supplying such products to Match students is strictly prohibited. This policy applies in all school buildings, administrative offices, restrooms, elevators, stairways, hallways, conference rooms, athletic fields, school buses and transportation vehicles, parking lots, sidewalks/walkways, and all other enclosed or outdoor areas on Match premises at all times. This policy applies to off-campus school sponsored events and extra-curricular activities such as field trips and sporting events. Violators may be subject to civil penalties and/or disciplinary action.

16. SCHOOL SEARCHES*

Match authorizes the Principal and the Principal's designee(s) to conduct searches of students and their belongings if there is a reasonable basis to believe that the search will result in evidence that the student has violated the law, Match rules or policies, or otherwise constituted a threat to the health, safety, welfare, or values of Match, other students, school personnel, or any other person lawfully on school property or attending a school function.

Cubbies, desks, lockers, other school storage places, or other school property are not the exclusive possession of students, are subject to random searches and students have no reasonable expectation of privacy rights in such property. Match exercises overriding control over such Match property, and Match employees may open and inspect any such property. In authorizing and conducting searches, Match acknowledges state and federal constitutional rights that are applicable to personal searches of students and searches of their possessions.

Match may use video camera surveillance in hallways, stairwells, entrances and other locations in which employees and students have no reasonable expectation of privacy. Such video recordings may be used for safety and disciplinary purposes. In addition, Match may video- and audio-record classrooms for professional development purposes. Parents who do not wish their children to be audio recorded should make a written request to the Executive Director.

17. ANTI-HAZING*

Match is required by law to communicate the Massachusetts Anti-Hazing Law to every student in grades 6-12. Students who participate in hazing or fail to report hazing are subject to disciplinary consequences. For a copy of the Massachusetts Anti-Hazing Law and the Match policy on hazing, please refer to the Anti-Hazing Policy (Exhibit D).

18. PHYSICAL RESTRAINT*

Match is required to follow all state laws around the use of physical restraint on students. Physical restraint will be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, with extreme caution and in the least intrusive manner possible. For more information about physical restraint, please refer to the Physical Restraint Policy (Exhibit E).

19. DISCIPLINARY DUE PROCESS*

Match is committed to following all applicable state laws when issuing suspensions and expulsions. For more information about Match's disciplinary policies and procedures, please refer to the Student Discipline Policy (Exhibit F) and the Discipline for Students with Disabilities Policy (Exhibit G).

EXHIBITS*

EXHIBIT A

Non-Discrimination and Harassment Policy for Students of

MATCH CHARTER PUBLIC SCHOOL

Non-Discrimination

Match Charter Public School (hereinafter referred to as "Match") 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 (including sexual assault and sexual harassment), in accordance with Title IX of the Education Amendments of 1972 ("Title IX"); 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; or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1975. In addition, no person shall be discriminated against in admission to Match on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language or academic achievement, or homelessness, as required by M.G.L. c. 71, §89(m); 603 CMR 1.06(2). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by the school on the basis of race, sex, color, gender identity, religion, national origin, immigration or citizenship status, disability, sexual orientation or homelessness as required by M.G.L. c. 76, § 5. Match does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment on the basis of actual or perceived race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement, homelessness or any other consideration made unlawful by any federal, state or local laws or regulations.

Further, extracurricular activities sponsored by Match shall be non-discriminatory such that (1) Match provides equal opportunity for all students to participate in intramural and interscholastic sports and (2) extracurricular activities or clubs sponsored by Match do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, gender identity, disability or homelessness or any other protected class.

Harassment

Harassment by employees, students, vendors, volunteers and other individuals at Match, school-sponsored events, or school-related digital spaces is unlawful and is strictly prohibited. Match requires that all employees, volunteers and students conduct themselves in an appropriate manner with respect to all members of the school community.

Harassment can take the form of offensive jokes, slurs, comments, innuendoes, notes, displays of pictures or symbols, gestures, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures or other conduct that offends or shows disrespect to others based upon race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement, or homelessness.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. It is a verbal, physical or visual behavior where the purpose or effect is to create an offensive, hostile or intimidating environment. Some examples of sexual harassment are:

1. Acceptance of or submission to such conduct is made as a term of education, whether explicitly or implicitly.

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

3. Such conduct interferes with a student's education or participation in extra-curricular activities.

4. The conduct creates an intimidating, hostile or offensive work or school environment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to students may also constitute sexual harassment. Furthermore, sexual violence perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, use of drugs or alcohol, or intellectual disability), including rape, sexual assault, sexual battery and sexual coercion are forms of sexual harassment.

Title IX of the Education Amendments of 1972 also prohibits sexual harassment of students, volunteers and employees at Match, but the conduct considered to be "sexual harassment" under Title IX is limited and does not capture all conduct that amounts to sexual harassment under school policy and/or other state and federal laws. For these reasons, Match will investigate all allegations of sexual harassment of its respective employee, volunteers and/or students in accordance with its Title IX Policy, but if it determines that the alleged conduct falls outside of Title IX's scope but still constitutes sexual harassment under this Harassment and Discrimination Policy, Match will implement appropriate remedial and/or disciplinary action in accordance with this and/or other applicable policies.

Retaliation against an individual who has brought harassment or other inappropriate behavior to the attention of Match or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Match.

Incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Match will comply with all legal requirements governing the reporting of suspected cases of child abuse and criminal violations to the appropriate authorities, including the Department of Children and Families.

Complaints of Harassment and Discrimination:

If you believe that you are a victim of harassment by a Match employee or volunteer, another student at Match or a third party, immediately report the incident to the following individuals:

- For alleged violations of Title IX including sexual harassment, sexual violence, and gender-based harassment: Alvin Cooper, Chief Human Resource Officer and Title IX Coordinator, 215 Forest Hills Street, Jamaica Plain, MA 02130, TitleIXCoordinator@matcheducation.org; (617) 438-0820.

- For alleged violations of Section 504 and Title VI: The Special Education Director or the Principal of your school.

- For all other incidents of harassment or discrimination: the Principal of your school.

- If the person designated above is the aggressor, report the incident to Kimberley Williams, Executive Director, 215 Forest Hills Street, Jamaica Plain, MA 02130, Kim.Williams@matchschool.org, (617) 866-3151.

Match staff will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain the confidentiality of both the complainant and the alleged aggressor to the extent practicable under the circumstances. Match will inform the complainant that its ability to respond to an allegation of harassment may be limited if the student requests that the student's name not be disclosed and that it will take steps to prevent and respond to retaliation. However, if the student still requests confidentiality, Match will investigate and respond to the complaint while respecting the student's request as long as doing so does not

prevent the school from responding effectively to the harassment and preventing harassment of other students. In addition, if a student accuses an employee of sexual harassment, and the alleged harasser would need access to the name of the accuser and the nature of the allegation in order to defend itself in accordance with federally protected due process rights, Match's ability to impose disciplinary action against such an alleged harasser may be limited.

The investigation will include a private interview with the person filing the complaint and with possible witnesses. Match will also interview the person alleged to have committed the harassment.

During the investigation, it may be necessary for Match to take measures to separate the alleged harasser from the complainant in order to eliminate from the school environment the harassment about which the complainant has complained. Match will monitor any interim measures that it takes throughout the investigation.

Match will inform the alleged aggressor and the complainant of the outcome of its investigation. Generally, the complainant will not be informed of the sanction or discipline imposed on a student who engaged in harassment due to the aggressor's rights under the Family Educational Rights and Privacy Act. If it is determined that harassment has occurred, Match 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, Match will work to eliminate any hostile environment created by the harassment. In determining the appropriate response, Match 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 Match 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, technological solutions, and/or impose disciplinary action against the aggressor. Match 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, Match staff will follow the procedures set forth in Match's Child Abuse and Neglect Policy.

If you believe that an act of retaliation has been committed against you for bringing harassment or inappropriate behavior to the attention of Match or for cooperating in an investigation of a complaint under this policy, please use the complaint procedures set forth above.

Please note: If you are not satisfied with Match's response, you may file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel. You may also contact the state agencies responsible for enforcing laws prohibiting harassment or discrimination in schools: the Massachusetts Department of Elementary and Secondary Education, 135 Santilli Highway, Everett, MA 02149 (781) 338-3000) and the Massachusetts Commission Against Discrimination, One Ashburton Place, Boston, MA (617) 994-6000). The agency responsible for enforcing the federal law prohibiting harassment on the basis of sex is the Office of Civil Rights within the United States Department of Education, which is located at the John W. McCormack Building, 5 Post Office Square, Boston, MA (617) 289-0111).

Updated: August 2026

EXHIBIT B
Bullying Prevention Plan for
MATCH CHARTER PUBLIC SCHOOL

I. LEADERSHIP

School leadership at all levels of Match Charter Public School ("Match") plays a critical role in developing and implementing the Bullying Prevention Plan (the "Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students and School Staff to be civil to one another and promoting understanding of and respect for diversity and difference. Leaders are responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to Bullying (as defined in Section VIII, below). Leaders work to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan will be developed in consultation with teachers, School Staff (as defined in Section VIII, below), professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation will include, at a minimum, notice and a public comment period before the Plan is adopted.

   a. **Teachers, School Staff, professional support personnel, school volunteers and administrators** will be emailed the draft plan each summer and will be given a deadline to provide feedback to leadership.

   b. **Community representatives and local law enforcement agencies** will be given notice and a deadline for providing comments to leadership.

   c. **Students, parents and guardians** will be notified of the draft plan and will be given an opportunity to provide feedback to leadership at Family Advisory Council meetings (for families) and school meetings (for students).

B. Assessing needs and resources. This Plan is our blueprint for enhancing our capacity to prevent and respond to issues of Bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and School Staff, assess the adequacy of current programs; review current policies and procedures; review available data on Bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist leadership in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

   At least once every four years Match will administer a Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, Match will annually report bullying incident data to the Department and will update the Plan at least biennially.

   Leadership will conduct a needs assessment using the following techniques: 1) surveying students, School Staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of Bullying (e.g., focusing on identifying vulnerable populations, including those with legally protected characteristics under civil rights laws, and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Needs assessments will be conducted through in-person individual and group

meetings in the spring and early summer, allowing leadership adequate time in the summer to implement new strategies. The Responsible Administrator (as defined below) of each Match school will together take ownership over conducting and responding to this needs assessment.

C. Planning and oversight. For purposes of the Plan, "Responsible Administrators" shall mean, for each campus, the principal or the principal's designee. Responsibility for the following aspects of the plan will be taken by **each school's Responsible Administrator**:

   a. Receiving reports on Bullying

   b. Collecting and analyzing building- and/or school-wide data on Bullying to assess the present problem and to measure improved outcomes

   c. Creating a process for recording and tracking incident reports, and for accessing information related to Targets (as defined in Section VIII, below) and Aggressors (as defined in Section VIII, below)

   d. Planning for the ongoing professional development that is required by the law

   e. Planning supports that respond to the needs of Targets and Aggressors

   f. Choosing and implementing the curricula that the school or district will use

   g. Developing new or revising current policies and protocols under the Plan, including an Acceptable Use Policy, and designating key staff to be in charge of implementation

   h. Amending student and staff handbooks and codes of conduct

   i. Leading the parent or family engagement efforts and drafting parent or family information materials

   j. Reviewing and updating the Plan each year, or more frequently

D. Priority statement: The mission of Match is to prepare its students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. We intend this school to serve a large number of English language learners. To that end, we are committed to providing all students with a safe learning environment that is free from Bullying, including Cyberbullying (as defined in Section VIII, below). 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.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Under M.G.L. c. 71, § 37O we are required to provide ongoing professional development for all School Staff.

A. Annual School Staff training on the Plan. Annual training for all School Staff on the Plan will take place each summer. Training will include School Staff duties under the Plan, an overview of the steps that the Responsible Administrator will follow upon receipt of a report of Bullying or Retaliation (as defined in Section VIII, below), and an overview of the Bullying prevention curricula to be offered at all grades throughout the school. School Staff members hired after the start of the school year are required to participate in training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

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

   a. Developmentally (or age-) appropriate strategies to prevent Bullying;

   b. Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop Bullying incidents;

   c. Information regarding the complex interaction and power differential that can take place between and among an Aggressor, Target, and witnesses to the Bullying;

   d. Research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the school environment;

   e. Information on the incidence and nature of Cyberbullying;

   f. Internet safety issues as they relate to Cyberbullying; and

   g. Strategies for preventing and responding to bullying and harassment based on legally protected characteristics, consistent with federal and state civil rights obligations.

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

C. Written notice to staff. Leaders at Match will provide all School Staff and volunteers with an annual written notice of the Plan by publishing information about it, including sections related to School Staff duties and Bullying of students by School Staff, in the Employee Handbook.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of Targets, Aggressors, families, and others are addressed. The following strategies will be used to provide support and services necessary to meet those needs.

A. Identifying resources. All staff at Match will work to support the creation of positive school environments. Early interventions will be implemented, as will intensive services when necessary. In spring and early summer of each year, leadership will use the needs assessment to identify existing and needed resources. If it is determined that our resources are insufficient to meet needs, we will determine the best strategies and implement changes, including adopting new curricula, reorganizing staff, establishing safety planning teams and identifying other agencies that can provide services.

B. Counseling and other services. Counseling will be provided by contracted licensed professionals. When necessary, leadership will create partnerships with community based organizations to provide culturally and linguistically appropriate resources. The Responsible Administrators, along with social workers and other School Staff members, will develop safety plans for students who have been Targets of Bullying or Retaliation. Certain tools, including behavioral intervention plans and individualized groupings, already exist as resources and guidelines to provide social skills to prevent Bullying and intervention services for students exhibiting Bullying behaviors.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to Bullying, harassment, or teasing because of the student's disability, the IEP Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to Bullying, harassment, or teasing.

D. Other students who may be at risk. Match recognizes that students may be more vulnerable to Bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting/family status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. School Staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to Bullying or harassment. Further, this policy affords all students the same protection regardless of their status under the law. Match shall also take prompt and appropriate steps to respond to harassment that may violate students' civil rights under state or federal law.

E. Referral to outside services. When Match leaders, with the guidance of licensed professionals, determine that school resources are insufficient to address a Bullying situation, student and families will be referred to outside services. Families will be notified of referrals in writing and licensed professionals and a social worker will be available to provide guidance throughout the process.

Below is a list of external agencies Match has referred students and their families to:

1. Department of Children and Families. The Responsible Administrator may report to this agency suspected abuse or neglect or substantial attendance concerns.

2. Outside Counseling. Match employs a social worker who is meant to provide some school-based services, but given that many students could benefit from regular counseling beyond what the school has the capacity to provide, the social worker will help families secure counseling from outside providers when appropriate. The easiest way for families to do this is to obtain a referral from their primary care physician.

3. Outside Mentoring. Finding good mentors for Target and Aggressor students can be a helpful intervention, but it can be a lengthy process. Parents must be involved in order to complete paperwork and be interviewed. Initial referrals can be accessed at: http://www.bbbsmb.org/GetInvolved/ReferAChild/Default.aspx or http://www.bigsister.org/index.cfm?pid=10569.

4. Family Stabilization Team ("FST"). This option is appropriate when the student and family would benefit from intensive support or family therapy. FST services are one of many behavioral health (mental health and substance abuse) services that BMC HealthNet Plan MassHealth Plan members are offered.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Age-appropriate instruction on Bullying prevention in each grade will be incorporated into our curricula. Curricula will be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for Bullying prevention and social skills development.

A. Specific Bullying Prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students or School Staff engaged in acts of Bullying or Retaliation, including seeking adult assistance;
- Helping students understand the dynamics of Bullying and Cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- Students will also review the student-related sections of the Plan with staff in September.

B. General teaching approaches that support Bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our Bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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

The following policies and procedures for reporting and responding to Bullying and Retaliation will ensure that members of the school community – students, parents, families, volunteers and School Staff – know what will happen when incidents of Bullying occur.

A. Reporting Bullying or Retaliation. Reports of Bullying or Retaliation may be made by School Staff, volunteers, students, parents, families, or others, and may be oral or written. Oral reports made by or to a School Staff member or volunteer shall be recorded in writing. A School Staff member or volunteer is required to report immediately to the Responsible Administrator or to the Board of Trustees or its designee when the Responsible Administrator is the alleged Aggressor, any instance of Bullying or Retaliation the School Staff member or volunteer becomes aware of or witnesses. Reports made by students, parents, families, or other individuals who are not Match School Staff members or volunteers, may be made anonymously. An individual may report an incident using the Incident Reporting Form or by calling, mailing or emailing the Responsible Administrator or members of the Board of Trustees or its designee when the Responsible Administrator is the alleged Aggressor.

Use of an Incident Reporting Form is not required as a condition of making a report. Match will: 1) include a copy of the Incident Reporting Form in the Student and Family Handbook and the Employee Handbook; 2) make it available in the school's main office, and other locations determined by the Responsible Administrator; and 3) post it on Match's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, Match will provide the school community, including School Staff, students, and parents/families, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources will be incorporated in the Student and Family Handbook, the Employee Handbook, on the Match website, and in information about the Plan that is made available to parents/families.

- **Reporting by School Staff or Volunteers**: A School Staff member or volunteer will report immediately to the Responsible Administrator when the individual witnesses or becomes aware of conduct that may be Bullying or Retaliation. The requirement to report to the Responsible Administrator does not limit the authority of the School Staff member to respond to behavioral or disciplinary incidents consistent with the Code of Conduct, the Student Discipline Policy, and other applicable policies and procedures.

- **Reporting by Students, Families, Parents, and Others**: Match expects students, families, parents, and others who witness or become aware of an instance of Bullying or Retaliation involving a student to report it to the Responsible Administrator or to the Board of Trustees or its designee when the Responsible Administrator is the alleged Aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged Aggressor solely on the basis of an anonymous report. Students, families, parents and others may request assistance from a School Staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying with a School Staff member, or with the Responsible Administrator.

B. Responding to a report of Bullying or Retaliation.

- **Safety**: Before fully investigating the allegations of Bullying or Retaliation, the Responsible Administrator will take steps to assess the need to restore a sense of safety to the alleged Target and/or to protect the alleged Target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the Target and/or the Aggressor in the classroom, at lunch, or on the bus; identifying a School Staff member who will act as a "safe person" for the Target; and altering the Aggressor's schedule and access to the Target. The Responsible Administrator will take additional steps to promote safety during the course of and after the investigation, as necessary.

  The Responsible Administrator will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed

Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation.

- **Obligations to Notify Others**

    1. Notice to parents**.** Upon determining that Bullying or Retaliation has occurred, the Responsible Administrator will promptly notify the parents or guardians of the Target and the Aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Responsible Administrator contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

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

    3. Notice to Law Enforcement. At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Responsible Administrator has a reasonable basis to believe that criminal charges may be pursued against the Aggressor, the Responsible Administrator will immediately notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on Match grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Responsible Administrator shall contact the local law enforcement agency if the Responsible Administrator has a reasonable basis to believe that criminal charges may be pursued against the Aggressor.

        In making this determination, the Responsible Administrator will, consistent with the Plan and with applicable Match policies and procedures, consult with the school resource officer, if any, and other individuals the Responsible Administrator deems appropriate.

C. Investigation. The Responsible Administrator will promptly investigate all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved, and/or information related to the School Staff member or volunteer involved.

During the investigation, the Responsible Administrator will, among other things, interview students, School Staff, volunteers, witnesses, parents, and others as necessary. The Responsible Administrator (or whoever is conducting the investigation) will remind the alleged Aggressor, Target, and witnesses of the importance of the investigation, their obligation to be truthful and that Retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Responsible Administrator, other School Staff members as determined by the Responsible Administrator, and in consultation with the school social worker, as appropriate. To the extent practicable, and given the Responsible Administrator's obligation to investigate and address the matter, the Responsible Administrator will maintain confidentiality during the investigative process. The Responsible Administrator will maintain a written record of the investigation.

The Responsible Administrator may then assemble a panel consisting of teachers, staff and administrators. The panel will conduct separate hearings with the Target and the alleged Aggressor.

Procedures for investigating reports of Bullying and Retaliation will be consistent with any applicable Match policies and procedures. If necessary, the Responsible Administrator will consult with legal counsel about the investigation.

D. Determinations. The Responsible Administrator, in consultation with the panel, will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the Responsible Administrator will take steps reasonably calculated to prevent recurrence and to ensure that the Target is not restricted in participating in Match or in benefiting from Match activities. The Responsible Administrator will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Responsible Administrator may choose to consult with the students' teacher(s) and/or social worker, and the Target's or Aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior and to assess the level of need for additional social skills development.

The Responsible Administrator will promptly notify the parents or guardians of the Target and the Aggressor about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents or guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Responsible Administrator cannot report specific information to the Target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the Target must be aware of in order to report violations.

The Responsible Administrator shall inform the parent or guardian of the Target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system or seeking assistance, regardless of the outcome of the Bullying determination. The information will be made available in both hard copy and electronic formats.

E. Responses to Bullying.

1. *Teaching Appropriate Behavior Through Skills-building*

Upon the Responsible Administrator determining that Bullying or Retaliation has occurred, the law requires that Match use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Responsible Administrator may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-Bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with social workers and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents or guardians to engage familial support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

In cases where bullying involves conduct based on a student's membership in a protected class, the Responsible Administrator will also evaluate whether additional civil rights protections and remedial actions are required under federal or state law.

2. Taking Disciplinary Action

If the Responsible Administrator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Responsible Administrator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan, the Code of the Conduct, the Student Discipline Policy, the Discipline for Students with Disabilities Policy and all applicable state and federal laws.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law and Match policies and procedures.

If the Responsible Administrator determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Responsible Administrator will consider what adjustments, if any, are needed in the school environment to enhance the Target's sense of safety and that of others as well. One strategy that the Responsible Administrator may use is to increase adult supervision at transition times and in locations where Bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Responsible Administrator will contact the Target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Responsible Administrator will work with appropriate School Staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

Each year Match will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about how families can reinforce the curriculum at home and the dynamics of Bullying, including Cyberbullying and online safety. Match will send students and parents written notice each year, in age-appropriate terms, about the student-related sections of the Bullying Prevention Plan and Match's Acceptable Use Policy. Notice of the student-related sections of the Bullying Prevention Plan will be made available in the language(s) most prevalent among students, parents or guardians. Match will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of Bullying, which include Cyberbullying, are prohibited:

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

2. 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 Match, if the acts create a Hostile Environment (as

defined in Section VIII, below) at Match for the Target or witnesses, infringe on their rights at Match, or materially and substantially disrupt the education process or the orderly operation of Match.

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 Plan requires Match to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

"Aggressor" is a student or a member of the School Staff who engages in Bullying, Cyberbullying, or Retaliation towards a student.

"Bullying," as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the School Staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a Target that:

- Causes physical or emotional harm to the Target or damage to the Target's property;
- Places the Target in reasonable fear of harm to himself or herself or of damage to Target's property;
- Creates a Hostile Environment at school for the Target;
- Infringes on the rights of the Target at school; or
- 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.

"School Staff" means individuals employed by Match, including, but not limited to, educators, administrators, social workers, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

"Target" is a student against whom Bullying, Cyberbullying, or Retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of Match, 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, gender identity or expression, physical appearance, religion, national origin, ancestry, socioeconomic status, academic status, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. This Plan shall be interpreted in coordination with Match's obligations under federal and state civil rights laws, including

but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and M.G.L. c. 76, § 5. Bullying incidents involving harassment based on legally protected characteristics must be addressed both under this Plan, the Non-Discrimination and Harassment Policy for Students, and under applicable anti-discrimination law. Nothing in the Plan prevents Match 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 Match policies.

In addition, nothing in the Plan is designed or intended to limit the authority of Match to take disciplinary or other action under the Code of the Conduct, the Student Discipline Policy, the Discipline for Students with Disabilities Policy, other relevant policies, and any applicable laws, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

X. DISPUTE RESOLUTION

Any parent wishing to file a claim/concern or seeking assistance outside of Match may do so with the Department of Elementary and Secondary Education Problem Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to DESECompliance@mass.gov or individuals can call 781-338-3700.

Updated: August 2026

EXHIBIT C

Bullying Reporting Form for

MATCH CHARTER PUBLIC SCHOOL

Bullying Reporting Form

1. **Name of the complainant / person filing the complaint:** _____

   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged abuser based solely on an anonymous report.)

2. **Circle if you are:** The victim of the conduct The complainant (not the victim)

3. **Circle if you are:** A student A staff member (position)_____

   Volunteer Family member Administrator

   Other (specify) _____

4. **Your phone number: _____ If you are a student, what grade:** _____

5. **Information about the incident:**

Name of the victim (of the bullying): _____

Name of the aggressor (person who did the alleged bullying): _____

Date(s) of the incident: _____

Time of day when the incident occurred: _____

Location of the incident (be as specific as possible): _____

6. **Witnesses (list of people who saw the incident or who have information about the incident):**

Name: _____ Student Staff Other_____

Name: _____ Student Staff Other_____

Name: _____ Student Staff Other_____

7. **Describe the details of the incident (include the names of the people involved, what happened, and what each person did and said, including the specific words used). Attach additional sheets if necessary.**

ONLY FOR ADMINISTRATIVE USE

8. **Signature of the person reporting the bullying:** _____

   Date: _____

   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged abuser based solely on an anonymous report.)

9. **Name of person who received the form:**_____

   Title: _____

   Signature: _____ **Date:** _____

Bullying Investigation Form

1. **Investigator(s)**

Name	Title/Role

2. **Interviewees**

Victim(s)	Name	Date
	Name	Date
	Name	Date
Alleged aggressor(s)	Name	Date
	Name	Date
Witness(es)	Name	Date
	Name	Date
	Name	Date

3. **Are there previous documented incidents of bullying by the alleged aggressor?** YES NO

   a. **If yes, did the previous incident(s) involve the same victim or group of victims?**

      YES NO

   b. **Any previous incidents with findings of bullying and/or retaliation?**

      YES NO

4. **Investigation Summary (attach additional paper if needed):**

Determination

"Bullying (or intimidation)," as defined in MGL c. 71, § 37O, is the repeated use by one or more students or a school staff member of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

1. causes physical or emotional harm to the victim or damages the victim's property;
2. places the victim in reasonable fear of harm to themselves or damages their property;
3. creates a hostile school environment for the victim;
4. infringes the victim's rights at school; or
5. materially and substantially disrupts the educational process or the orderly operation of a school.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, based on race, color, national origin, ethnicity, sex, genetic information, gender identity/expression, sexual orientation, religious beliefs, disability, or age.

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

Ruling on intimidation or retaliation:

- Bullying □ Yes □ No
- Harassment □ Yes □ No
- Retaliation □ Yes □ No

Actions taken

If bullying is found: Apply appropriate disciplinary measures, restore a sense of safety, assess the victim's need for protection, and inform the victim's family about the measures taken to prevent further bullying or retaliation.

If bullying is found: Apply appropriate disciplinary measures, corrective actions, and remedial measures to stop the behavior, prevent its recurrence, and remedy the effects of bullying and discrimination on the target and the school.

1. **Contacts made:**

			Type of Contact		
	Name:	Date:	Meeting	Email	Phone Call
Family of the victim					
Family of the aggressor					
Other school personnel					

Notes:

2. **Actions taken:**

For the victim(s):

□ Family meeting

□ Create and implement a safety plan

□ Referral to school-based counseling

□ Other_____

For the aggressor(s)

□ Family meeting

□ Disciplinary action

□ Means of reparation

□ Other _____

For the school / witness(es)

□ Counseling Lesson Plan

	Start Date	End Date
Counseling with the victim(s)		
Counseling with the aggressor(s)		
Report sent to the Principal		
Report sent to Executive Director		

□ Community meeting

□ Other _____

Completion of Counseling

Report completed by: _____

Signature: _____

Date: _____

Updated: July 2025

EXHIBIT D
Anti-Hazing Policy for
MATCH HIGH SCHOOL
MATCH MIDDLE SCHOOL

Match Charter Public School ("Match") is required by law to communicate the Massachusetts Anti-Hazing Law to every student at Match High School ("MHS") and Match Middle School ("MMS"). Students at MHS and MMS who organize, direct, participate, or engage in hazing, or fail to report hazing are subject to disciplinary consequences set forth herein. A copy of the Massachusetts Anti-Hazing Law is attached as Attachment A.

Hazing is any conduct or method of initiation into any student organization on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Hazing can occur on or off campus and is unlawful even if no physical injury results.

Examples of hazing include, but are not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

- *Consent is not a defense!* A person charged with violating this policy cannot claim that the victim of hazing consented to the treatment.

- *Requirements to Report Hazing:* **If** you know that another person was the victim of hazing and you were present when hazing occurred, then you are required to report the crime to law enforcement as soon as reasonably practicable. Reports may also be made to a Match administrator. Match will not tolerate retaliation against any student or staff member who makes a good faith report of hazing.

- *Requirements for Clubs, Teams or Other Organizations:* At the beginning of the school year, every student group, team or organization must distribute a copy of this policy and the Massachusetts Anti-Hazing Law to each of its members, pledges or applicants for membership. The designated officer of each such group, team or organization must deliver to the Principal or Executive Director (or designee) an attested acknowledgement of compliance by September 30 of every year.

- *Penalties*: Participants and organizers who are found guilty of hazing under Massachusetts law can be punished by a fine of up to $3,000 or by imprisonment for up to a year, or both. A failure to report the crime of hazing can be punished by a fine of up to $1,000. In addition, any person who has violated this policy may be subject to disciplinary action, including suspension or expulsion. A student group, team or organization that fails to comply with its obligations under this policy may be dissolved, banned from Match's grounds and prohibited from using Match facilities.

- *Questions:* If you have questions about this policy or if you have been the victim of hazing, please contact your Principal or Executive Director.

Reviewed: August 2026

Attachment A

Commonwealth of Massachusetts: Anti-Hazing Law

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

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

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

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

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

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

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

EXHIBIT E

Physical Restraint Policy for

MATCH CHARTER PUBLIC SCHOOL

Purpose and Background

Match Charter Public School ("Match") is required to follow the provisions of 603 CMR 46.00, promulgated by the Massachusetts Department of Elementary and Secondary Education ("DESE") pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G, which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, collaborative education programs, virtual schools, and special education schools. For purposes of 603 CMR 46.00 and this policy, the Board of Trustees designates the principal of each Match school to serve as principal.

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, with extreme caution and in the least intrusive manner possible. Staff must prevent or minimize any harm to the student as a result of the use of physical restraint. Match will review this policy and its accompanying procedures annually, provide them to all Match staff, and make them available to parents of enrolled students.

Other Strategies to Calm Students

Physical restraint is an emergency procedure which should be used only as a last resort. There are a number of other calming techniques Match staff should use first, including verbal de-escalation, brief physical contact to promote student safety, redirecting attention, or a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location ("physical escort").

Use of Time-Out Rooms

Another strategy to calm students is utilizing a time-out room or calm-down room. Match only uses time-out rooms as a behavioral strategy in very limited circumstances. Match strongly values providing students with maximum opportunities to learn alongside their peers, puts proactive strategies in place to help students self-regulate, and utilizes time-outs as a strategy when other supportive and inclusive strategies have not been effective.

In the limited circumstances in which the use of a time out room is determined to be a necessary behavioral strategy, it will not meet the definition of a seclusion for purposes of a physical restraint. The use of a time out shall meet the following conditions:

- The time-out is used as a behavioral support strategy
- Student temporarily separates from the learning activity or the classroom either by choice or by direction from staff for the purpose of calming down in an unlocked setting from which the student is permitted to leave
- Student is continuously observed by a staff member who is with the student, engaging and reassuring the student, who is familiar with the policies relating to time-outs, and who is familiar with the student and the student's need; or if it unsafe for the staff member to be present in the room, the staff member and a behavioral support professional shall be immediately available to the student at all times, continuously observe the student in all parts of the room to make sure they are safe and feel supported, and as needed, obtain additional support from the school's crisis intervention team, the mobile crisis team, or the student's parents or guardians

- Space used for time-out must be clean, safe, sanitary and appropriate for the use of calming for the specific age and needs of the student, have appropriate lighting and ventilation, be heated or cooled consistent with the remainder of the building, free of objects or fixtures that are inherently dangerous to the student, have a comfortable and safe place for students to sit, be regularly cleaned, be sufficiently large to allow comfortable movement within the room, not take place in spaces such as closets, storage rooms and copy rooms, comply with any applicable local fire and building code requirements, and comply with any other standards listed by DESE in guidance, and otherwise satisfy the requirements of 603 CMR 46.07(1).

- 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. The principal will consider the individual circumstances and whether the student continues to be agitated to determine whether such approval will be given, and may consult with the student's parents or guardians, the student's support team, behavioral support professional at the school or other relevant school personnel when deciding whether to approve a time out that lasts longer than 30 minutes. If a staff-administered 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 (see, Student Discipline Policy).

Procedures for Using a Time Out Room

Before Match uses a time out room as a behavioral support strategy for a student, school personnel will make efforts to have discussions with the student's parents or guardians and carefully consider the advantages and disadvantages of utilizing a time out room as a behavioral support strategy for that particular student and any alternatives that may be effective for the student. A variety of factors will be considered, such as the age of the student, the student's individual needs, the social and emotional impact of being separated from peers, any history of trauma which may counter-indicate the use of a time out room, and any alternative behavioral supports that have been or may be effective at helping the student calm. School personnel will collaborate closely with parents or guardians and answer any questions related to the use of the time out room. If the student has disabilities, the IEP Team will make the foregoing considerations and decisions collaboratively with the student's parents or guardians.

If the use of a time out room appears to exacerbate the student's behavior or has not helped the student calm, other support strategies will be attempted. Match will document each time a time out room is used in the same manner that it maintains restraint data, which will include all of the information included in the DESE Time Out Room Log.

Match will promptly verbally notify the student's parents or guardians of the use of the time out room within 24 hours of the use of the time out room (and ideally before the student returns home from school), and efforts will be made to provide written notice within three (3) school-working days, unless otherwise agreed to by the parents or guardians. Match will also de-brief with the student following the use of the time out room in order to allow the student to provide insight into the underlying causes of behavior, to identify their feelings, discuss de-escalation strategies that may work better for them in the future, and identify strategies that may have helped avoid the situation.

Administrative Review of Time Out Rooms

On a weekly basis, the principal shall conduct a weekly review of time out room data. The principal should consider the following when reviewing the data:

(a) whether the time-out room is being repeatedly used for the same student(s);

(b) whether the time-out room is being used for periods longer than 30 minutes;

(c) whether there are multiple uses of the time out room for students from the same classroom;

(d) whether the same teachers or staff are repeatedly initiating the use of the time out room;

(e) whether the time-out room is being used more frequently for students with particular demographics, such as race, gender, or ethnicity.

If so indicated, the principal may convene a team or teams to discuss a student's individual needs, assess how the use of time outs has impacted the student's behavior and social emotional wellbeing, and discuss other potential interventions. The principal shall further consider whether staff requires additional training on evidence-based alternatives to the use of time out rooms as a behavior support strategy.

On a monthly basis, the principal shall review all school-wide time out room data, and consider patterns of use with particular groups of students.

What is Physical Restraint?

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 physical escort.

When May Physical Restraint be Used?

School personnel shall use physical restraint only as an emergency procedure of last resort when:

(a) the student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances, and

(b) the student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others.

Physical restraint shall not be used:

(a) As a means of discipline or punishment

(b) As a response to destruction of property, school disruption, refusal to comply with school rules, or verbal threats that do not constitute a threat of serious physical harm

(c) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting

(d) As a standard response for any individual student, including as a standard response included in a student's IEP

Except as expressly provided in this policy, in no event shall the following forms of restraint be used:

(a) Medication restraint, which is the administration of medication to temporarily control behavior, except in the event that such medication is prescribed by a licensed physician and authorized for use in school by the parents.

(b) Mechanical restraint, which is the use of a device or equipment to restrict a student's freedom of movement, except for devices used for the specific and approved positioning or protective purposes for which such devices were designed.

(c) Seclusion, which means the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave, except in the limited emergency circumstances permitted by 603 CMR 46.07(2) and described in the section of this policy titled "Emergency Use of Seclusion."

(d) Prone restraint, when 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, except in the limited circumstances permitted by 603 CMR 46.03(1)(b) and described in this policy.

(e) Physical restraint in a manner inconsistent with 603 CMR 46.00 or this policy.

Nothing in 603 CMR 46.00 shall be construed to:

(a) Limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services;

(b) Preclude any employee or agent of Match from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm;

(c) Prohibit the exercise of an individual's reporting responsibilities as a mandated reporter of child abuse or neglect (see, Child Abuse and Neglect Policy); or

(d) Limit the right of an individual to report to the appropriate authorities a crime committed by a student, or the right of law enforcement, judicial authorities or school security personnel from physically detaining a student alleged to have committed a crime or otherwise posing a security risk.

Permitted Use of Prone Restraint

Prone restraint is prohibited at Match except on an individual student basis, and only under the circumstances permitted by 603 CMR 46.03(1)(b). Prone restraint may be used only if all of the following conditions are met:

(a) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;

(b) All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others;

(c) There are no medical contraindications as documented by a licensed physician;

(d) There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;

(e) Match has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and

(f) Match has documented compliance with paragraphs (a) through (e) above in advance of the use of prone restraint and maintains the documentation.

Prone restraint is a floor restraint. It may be administered only by staff members who have received in-depth training in the use of physical restraint and who, in their judgment, determine that the method is required to provide safety for the student or others present. Every prone restraint remains subject to the requirements of this policy and 603

CMR 46.05 governing the proper administration of physical restraint, including the safety, monitoring, duration, principal approval, reporting, and follow-up requirements.

Match will not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

Emergency Use of Seclusion

Seclusion is prohibited at Match except in an emergency situation as a last resort on an individual student basis, where a student's behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, and only if all of the following conditions set out in 603 CMR 46.07(2) are met:

(a) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;

(b) The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;

(c) Other forms of interventions have failed to ensure the safety of the student and/or the safety of others;

(d) There are no medical contraindications as documented by a licensed physician;

(e) There is psychological or behavioral justification for the use and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;

(f) Match has obtained consent to use seclusion in an emergency situation from the student's parent and, if appropriate, the student, and such use has been approved in writing by the principal;

(g) Any individual using seclusion has received training about alternative behavior interventions and management techniques;

(h) Match has documented compliance with paragraphs (a) and (d) through (g) above in advance of its use and maintains the documentation;

(i) At all times during the emergency, a staff member is continuously and actively monitoring and observing the student and is immediately available to the student;

(j) The student is observable in all parts of the room or area being used;

(k) The staff member continues to use de-escalation and calming strategies with the student unless it is unsafe or counterproductive for the purposes of calming the student;

(l) Seclusion is not used as a means of discipline or punishment, or as a standard response for any individual student's actions that do not constitute an imminent threat of assault, or imminent serious physical harm to self or others;

(m) Seclusion is used only in an emergency situation of last resort and its use ceases as soon as the student's behavior no longer poses a threat of assault or immediate serious physical harm to the student or others, or if the student is observed to be in severe distress, such as having difficulty breathing; and

(n) Any room or space used for seclusion meets the requirements for time-out rooms set out in this policy and 603 CMR 46.07(1), and is inspected by Match for compliance with those requirements at least one time per week during any week in which the room or area is used.

Match will not condition admission or continued enrollment upon agreement to the proposed use of any restraint or seclusion. No written individual behavior plan or IEP may include the use of seclusion as a standard response to any behavior.

Procedures for the Emergency Use of Seclusion

If seclusion is used, Match will follow the procedures required by 603 CMR 46.07(3):

(a) Principal approval must be obtained if seclusion is used for a period longer than 30 minutes;

(b) Match will make reasonable efforts to notify the student's parent of its use within the same timelines and in the same manner described in this policy for written physical restraint reports;

(c) The staff member shall verbally inform the principal of its use as soon as possible, and by written report no later than the next school working day. If the principal used seclusion, the principal shall prepare the report and submit it to an individual or team designated by the Board of Trustees for review. The principal shall maintain an on-going record of all reported instances of seclusion;

(d) The principal shall conduct a weekly review of seclusion data to identify students with whom seclusion has been used multiple times during the week, in a manner consistent with the weekly restraint review described in this policy, and shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs;

(e) The principal shall conduct a monthly review of school-wide seclusion data, in a manner consistent with the monthly restraint review described in this policy;

(f) Match will examine and adopt alternatives and strategies for reducing and eliminating the use of seclusion no later than August 17, 2029; and

(g) Match will report the use of seclusion to DESE in the manner, form, and with the frequency specified by DESE.

How Should Physical Restraint be Administered?

1. Trained personnel:

Only Match personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. To the greatest degree possible, another adult who does not participate in the restraint should witness administration of a restraint. However, nothing in 603 CMR 46.00 or this policy shall preclude an employee or agent of Match from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious physical harm.

2. Use of force:

Any individual(s) administering physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

3. Safety requirements:

   (a) Restraint will be administered in a manner so as to prevent or minimize physical harm to the student.

   (b) Restraint will not be administered in a manner that prevents the student from speaking or breathing.

(c) During a restraint, a staff member shall continuously monitor the physical status of the student including skin temperature and color, and respiration.

(d) If at any time during the restraint the student displays significant physical distress, the restraint will immediately terminate and medical assistance will be sought.

(e) Staff will review and take into consideration any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding physical restraint on an individual student.

(f) Staff administering physical restraint will use the safest method available that is appropriate to the situation.

(g) Floor restraints are prohibited unless the staff members administering the restraint have received in-depth training in the use of physical restraint and, in the judgment of those trained staff members, such method is required to provide safety for the student or others present.

(h) Restraint will immediately terminate when the staff member determines that the student is no longer at risk of causing imminent physical harm to them self or others or the student indicates that the student cannot breathe or appears to be in severe distress such as having difficulty breathing or sustained or prolonged crying or coughing.

(i) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal, which shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(j) After release of a student from restraint, Match personnel shall review the incident with the student to discuss the behavior that led up to the incident. The principal will review the incident with the staff member who administered the restraint to ensure that proper procedures were followed and to consider if any follow-up is appropriate for students who may have been present during the restraint.

When and How Should a Restraint be Reported?

1. When restraint must be reported:

Any staff member who administers a restraint shall verbally inform the principal as soon as possible and by written report no later than the next school working day. If the principal has administered the restraint, then the principal shall prepare the report and submit it to the Executive Director, whom the Board of Trustees designates for this purpose, for review. The principal or the principal's designee shall maintain all such reports on file, as well as an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or DESE upon request.

2. Informing parents:

The principal or the principal's designee shall verbally inform the student's parent of the restraint within 24 hours of the event and by written report emailed or postmarked no later than three school working days following the use of restraint. If the language of the home is other than English, the written restraint report shall be provided to the parent in English and in the language of the home. The principal will provide the parents and student an opportunity to comment orally and in writing on the use of the restraint and the information in the written report.

3. Reporting to DESE:

In the event a restraint results in any injury to a student or staff member, Match must report the restraint to DESE using the form and process specified by DESE, currently the Restraint Data Collection Tool available through DESE's Security Portal. In all such cases, a copy of the written restraint report required by 603 CMR 46.06(4) and a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the restraint must be sent to DESE, postmarked no later than three school working days after the restraint. DESE will inform Match if any further action is required within 30 calendar days of receipt of the written report.

Match must also annually report to DESE data regarding the use of physical restraint.

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;

d) Consideration of convening an IEP Team meeting if the student has an IEP; and

e) A written plan of action.

In the event that the principal directly participated in the restraint, the Executive Director, as the duly qualified individual designated by the Board of Trustees, shall lead the review team's discussion. A record of each individual student review shall be maintained by the principal or the principal's 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; the duration of restraints; 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 on restraint reduction and prevention strategies, such as training on positive behavioral interventions and supports, or take other action as appropriate to reduce or eliminate restraints.

Training Requirements

At the beginning of each school year, the principal of each school is required to identify program staff to be responsible for administering proper physical restraint procedures. These individuals will participate in an in-depth training in the use of physical restraint and appropriate de-escalation methods. This in-depth training will be competency-based and be approximately 16 hours in length and include one refresher training every year thereafter. This in-depth training will include:

- Appropriate procedures for preventing the use of physical restraint, including de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;

- A description and identification of specific dangerous behaviors that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- The simulated experience of administering and receiving physical restraint, instruction regarding the effects on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;

- Demonstration by participants of proficiency in administering physical restraint; and

- Instruction regarding the impact of restraint on the student and parent, including the psychological, physiological and social-emotional effects.

In addition, all Match staff will receive training about the use of physical restraint before the beginning of the school year, and in no event later than within the first month of the school year, and for employees hired after the school year begins, within a month of their employment. This training shall include:

- The role of the student, parent and staff in preventing restraint;

- Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

- The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

- When behavior presents an emergency that requires physical restraint, the types of permitted physical restraint and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, particularly a restraint of extended duration;

- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

- Identification of program staff who have received in depth training.

Prevention of Violence and Family Engagement

Match shall develop and distribute to staff and parents methods for preventing student violence, self-injurious behavior and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with individual students.

In addition, Match will arrange a meeting with families on an annual basis to discuss restraint prevention and the use of restraint solely as an emergency procedure. At this meeting, families will obtain information about this policy and methods of de-escalation, as well as have the opportunity to ask questions and provide feedback to Match personnel.

Complaint Procedures

In the event a student or parent has a complaint about restraint practices at Match, such student or parent should contact the principal at the student's school and inform the principal about the details and circumstances around the complaint. Upon receipt of a complaint, the principal or designee shall promptly and thoroughly investigate the

complaint by interviewing the student, the person(s) administering the restraint, and any other staff or students who witnessed the incident. The principal or the principal's designee shall document all steps taken in the investigation and, along with other Match personnel as deemed appropriate, shall make a determination about whether the restraint about which the complaint was made was administered in accordance with this policy and the law, and convey the determination to the complainant. If a complaint involves the principal, the complainant should contact the Executive Director.

Any Match staff member who has violated this policy may be disciplined at the discretion of the principal (or the Executive Director in the event the principal has administered the restraint), up to and including termination.

Updated: August 2026

EXHIBIT F
Student Discipline Policy for
MATCH CHARTER PUBLIC SCHOOL

Introduction

The priority of Match Charter Public School ("Match") is to ensure the safety of every student and provide each student the opportunity to learn without unnecessary distractions and disruptions. Match has high expectations for student behavior, and strives to create and preserve a safe and focused learning environment.

Match employees use a large array of strategies to promote positive behavior and to correct violations of Match rules and policies. Match employees use positive reinforcement whenever possible, and employ various strategies to build a positive learning environment.

Disciplinary offenses are violations of Match rules and policies. Students may be disciplined for offenses that occur when a student is:

- at school and/or on school grounds;
- participating in a school-sponsored activity;
- waiting for or riding on school-related transportation;
- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity; or
- outside of school where the student's conduct results in substantial disruption to the school environment and the student population.

For purposes herein, the Principal of each school or the Principal's designee ("responsible administrator") shall serve as the principal under 603 CMR 53.00. The Executive Director or the Executive Director's designee shall serve as the superintendent for purposes of conducting student disciplinary hearings under 603 CMR 53.00. As used herein, the term "parent" shall be defined as a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Violations of Match rules and policies may result in disciplinary consequences as set forth herein. Students may be subject to additional guidelines and consequences as determined by each school and as set forth in the Student and Family Handbook. In the event of a discrepancy between this Student Discipline Policy and any other policy, the former shall govern.

Prohibited Behavior

The following are examples of conduct that may lead to discipline, up to and including long-term suspension or, where permitted by law, expulsion. Students who engage in any behavior that violates Match rules and policies or is otherwise inconsistent with an appropriate educational environment may be subject to disciplinary action. Examples include, but are not limited to:

- Any violation of the Acceptable Use Policy or the Bullying Prevention plan, including cyberbullying or any form of online harassment, defamation, libel, slander, or threats
- Unwanted physical contact

- Any violation of the Discrimination and Harassment Policy and/or Sexual Harassment/Title IX Policy, including sexual or racial harassment
- Verbal assault
- Threats, written or verbal, online or offline
- Theft, including thefts committed off of school grounds
- Stealing or attempting to steal school property
- Trespassing, such as entering or going into an employee's personal space without the employee's explicit permission
- Graffiti, defacement, vandalism or damage to the facilities or the contents therein
- Violation of the Smoking Policy
- Leaving the school building without permission
- Interfering with the appropriate use of school emergency equipment, including, but not limited to, fire alarms, fire detectors, sprinklers, security cameras, or fire extinguishers
- Truancy
- Causing or attempting to cause damage to school property
- Extreme acts of disrespect, such as intimidating, harassing, hazing, spitting at, or causing physical harm to others
- Fighting
- Possession, use, distribution or display of drugs, alcohol or marijuana
- Violating any other Match rule or policy

Consequences

Match seeks to proactively decrease out-of-class discipline referrals and improve student engagement and academic success. To this end, Match will collaborate with diverse stakeholders to consider and implement school-wide models to engage and re-engage students in the learning process which include, but are not limited to, positive behavioral intervention and support models, and trauma-sensitive learning models. Match will also adequately train staff and monitor implementation to ensure these models and strategies produce desired outcomes.

Disciplinary offenses result in consequences subject to the discretion of the responsible administrator and may include taking a break from the classroom, mindfulness breaks to calm down and reset, cleaning up a mess you made (if the offense is related to damaging school property), loss of school privileges (socialization time, field trips), which, where the removal is solely from extracurricular activities or school-sponsored events, is not counted in calculating school days of suspension, apologizing for what happened orally or in writing, determination, school service, and for serious incidents, in-school suspension, short-term suspension, long-term suspension, and/or expulsion. In determining the appropriate disciplinary action, the responsible administrator may consider, among other things, the student's prior disciplinary record. Depending on the infraction, police may also be notified where appropriate.

We value the skills of reflection and restoration when harm has been done and will work as partners with families to guide Match students in developing these skills.

Alternative Remedies (M.G.L. c. 71, §37H ¾)

Whenever an incident of student misconduct occurs that does not involve a violation of M.G.L. c. 71, §§37H or 37H ½, when deciding the consequences for the student, the responsible administrator shall consider ways to re-engage the student in the learning process. The responsible administrator shall not issue a short- or long-term suspension or expulsion until alternative remedies in direct response to a specific incident or incidents have been employed and their use and results are documented, unless:

- specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or

- when the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative remedies may include, but shall not be limited to:

- mediation;

- conflict resolution;

- restorative justice; and

- collaborative problem solving.

Documentation of alternative remedies must describe the alternate remedies, the results of these efforts, and for instances when suspension is used, the reasons that alternative remedies would be unsuitable or counter-productive, or the specific concern about serious bodily injury or other serious harm being inflicted upon another person while the student is in school.

Implementation of a school-wide model to re-engage students in the learning process shall not be considered a direct response to a specific incident.

Notwithstanding the foregoing, Match may remove a student on an emergency basis without employing alternative remedies in accordance with the guidelines and procedures regarding emergency removals (see, "Emergency Removal," below).

Suspension and Expulsion Due Process

Except in the case of an emergency removal (see, "Emergency Removal," below), a student will be afforded due process prior to the discipline taking place, as set forth below. Disciplinary proceedings for students with disabilities will involve additional procedures as set forth in the Discipline for Students with Disabilities Policy.

In-School Suspension

An "in-school suspension" is a removal of a student from regular classroom activities, but not from the school premises for no more than ten (10) school days (consecutively or cumulatively for multiple infractions during the school year).

The procedure for an in-school suspension will be as follows:

1. The responsible administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the responsible administrator determines that the student committed the disciplinary offense, the responsible administrator will inform the student of the length of the student's in-school suspension, which may not exceed ten (10) days consecutively or cumulatively in a school year.

2. On the same day as the in-school suspension decision, the responsible administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the in-school suspension. The responsible administrator will also invite the parent to a meeting which will be scheduled on the day of the suspension if possible, and if not, as soon as possible thereafter. If the responsible administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The responsible administrator will send written notice to the student and parent about the in-school suspension, including the reason for and the length of the in-school suspension, and inviting the Parent to a meeting if a meeting has not already occurred. The responsible administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the responsible administrator and parent.

An in-school suspension of more than ten (10) school days (consecutively or cumulatively in the school year) will be subject to the procedures for long-term suspensions (See, "Long-Term Suspension," below).

A student who has been sent to the office for half of the time that a school day is in session or longer has received an in-school suspension that must be implemented in accordance with the procedures detailed herein.

Short-Term Suspensions

A "short-term suspension" means the removal of a student from school for ten (10) or fewer school days (consecutively or cumulatively for multiple infractions during the school year).

Prior to imposing a short-term suspension for conduct not covered by M.G.L. c. 71, §§37H and 37H ½, the following procedures will be followed:

1. Notice: The parent and student must receive both oral and written notice. The written notice will be in English and in the primary language of the home if other than English, or by other means of communication where appropriate, and sent by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent. Such written notice will include the following:

    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 responsible administrator 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; and

f. the student and parent's right to interpreter services at the hearing if necessary.

2. Efforts to Involve Parents: The responsible administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. The responsible administrator must document that the responsible administrator has sent written notice and has made at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification in order to conduct a hearing without the parent present.

3. Format of Hearing: The responsible administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parent, if present, will have an opportunity to present information, including mitigating facts, that the responsible administrator should consider in determining consequences for the student.

4. Decision: The responsible administrator will provide written notice to the student and parent of the responsible administrator's 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. The notice of determination may be in the form of an update to the original written notice of hearing. If the student is in preschool or in grades k-3, the responsible administrator shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension before such suspension takes effect.

Long-term Suspensions and Expulsion

A "long-term suspension" is defined as a suspension, whether in-school or out-of-school, for more than ten (10) school days (consecutively or cumulatively for multiple disciplinary offenses during the school year). No long-term suspension for any reason shall extend beyond the end of the school year in which such suspension is imposed.

An "expulsion" is defined as the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or § 37H ½.

Possession of Drugs or a Weapon, or Assault (M.G.L. c. 71, §37H)

Under M.G.L. c. 71, §37H, the Principal may suspend or expel a student under any of the following circumstances:

- Possessing a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, and certain prescription medications

- Possessing a dangerous weapon,[1] including a gun or a knife

- Assaulting a principal, assistant principal, teacher, teacher's aide or other educational personnel

[1] This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons," administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school will be expelled for a minimum of one school year, with exceptions granted only by the Executive Director in writing. This provision will be construed and applied consistently with the Individuals with Disabilities Education Act and with Match's Discipline for Students with Disabilities Policy, (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

When considering expulsion for these offenses, the responsible administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. Informal Hearing. The informal hearing will be in the form of a conference between the student and the responsible administrator. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present the student's side of the story, and (3) shall be given a decision on the suspension. If the Principal deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Efforts to Involve Parents. Prior to putting a suspension into effect, the Principal shall make reasonable efforts to inform the student's parent of the impending suspension by documenting that the Principal has sent written notice and has made at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Formal Hearing. The responsible administrator shall provide written notice to the student and parent, in the parent's primary language, of a formal hearing before the Principal, which will take place prior to a suspension reaching more than ten (10) days in length (consecutively or cumulatively for multiple infractions during the school year). The notice will include the charges and a statement of evidence, the date, time and place of the hearing, and notice of the right to be represented by an attorney (at the student's expense) or other lay person, present evidence, and cross-examine witnesses. The school will record the hearing and a copy of such will be made available to the student upon request.

4. Decision. After the formal hearing, the Principal may, in the Principal's discretion, decide to suspend rather than expel a student who has been determined to have committed the disciplinary offense. Determinations shall be made in writing and sent to the student and parent.

As required by M.G.L. c. 71, §37H, the following statutory language is provided:

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

2. 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.

3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

Conviction or Charge of a Felony (M.G.L. c. 71, §37H ½)

Under M.G.L. c. 71, §37H ½, a student may be expelled for being convicted or being found guilty (by admission or adjudication) of a felony or felony delinquency, or may be suspended for being charged with a felony or felony delinquency, if the Principal has determined that the student's continued presence at school would have a substantial detrimental effect on the general welfare of Match.

Before an expulsion or suspension covered by this provision takes effect, the student shall receive written notification of the charges and the reasons for such suspension or expulsion. The student shall also receive written notification of the right to appeal and the procedure required, although the suspension or expulsion will remain in effect prior to any appeal hearing. (See, "Appeals," below).

Any Other Disciplinary Offense (M.G.L. c. 71, §37H ¾)

A student may receive a long-term suspension for other violations of Match rules and policies at the discretion of the responsible administrator after considering alternative forms of discipline. Suspensions in such circumstances will not exceed a total of 90 school days in a single school year.

Before a student receives a long-term suspension for an offense not covered by M.G.L. c. 71, §§37H and 37H ½, in addition to the procedures and rights detailed for a short-term suspension hearing (see, "Short-Term Suspension," above), the following procedures shall apply:

1. Student rights prior to the disciplinary hearing:

    a. the opportunity to review the student's record and the documents upon which the responsible administrator may rely in making a disciplinary determination in advance of the hearing;

    b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

    c. the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;

    d. the right to cross-examine witnesses presented by Match; and

    e. the right to request that the hearing be recorded by the responsible administrator, and to obtain a copy of the audio recording upon request, in which case the responsible administrator will notify all participants that an audio record will be made.

2. The written determination following the disciplinary hearing shall:

    a. identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

    b. set out the key facts and conclusions reached;

    c. identify the length and effective date of the suspension, as well as a date of return to school;

    d. include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school; and

    e. inform the student of the right to appeal the responsible administrator's decision to the Executive Director, the procedure required to request an appeal (see, "Appeals," below), and that the long-term suspension will remain in effect until and unless the Executive Director decides to reverse the responsible administrator's determination. Notice of the right of appeal will be in English and the primary language of the home if other than English.

Emergency Removal

Notwithstanding the provisions for short-term suspension, long-term suspension, and expulsion set forth above, a student who is charged with a disciplinary offense under M.G.L. c. 71, §37H ¾ may be removed temporarily from school if 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 responsible administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The responsible administrator will immediately notify the Executive Director in writing of the removal and the reason for it and describe the danger or disruption caused by the student before the student is sent home.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the responsible administrator will provide the following, as applicable to the length of suspension:

1. make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the details of the incident that are required to be included in the written notice (see item 2, below);

2. provide written notice to the student and parent that includes the information required under "Short-Term Suspension" or "Long-Term Suspension" above (depending on the potential consequence;

3. provide the student an opportunity for a hearing with the responsible administrator, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for a hearing is otherwise agreed to by the responsible administrator, student, and parent ; and

4. render a decision orally on the same day as the hearing, and in writing no later than the following school day.

A responsible administrator 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.

Appeals

Possession of Drugs or a Weapon, or Assault (M.G.L. c. 71, §37H)

A student who has been expelled from Match for possessing a controlled substance, possessing a dangerous weapon, or assaulting educational personnel shall have the right to appeal to the Executive Director. The expelled student shall have 10 days from the date of the expulsion in which to notify the Executive Director, in writing, of the student's appeal. At the appeal hearing, the student shall have the right to present oral and written testimony on the student's behalf, and the right to counsel at the student's own expense. The Executive Director shall render a decision on the appeal which shall be the final decision of the school.

As required by M.G.L. c. 71 §37H, the following statutory language is provided: Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Conviction or Charge of a Felony (M.G.L. c. 71, §37H ½)

A student who has been expelled for being convicted or found of a felony or who has been suspended for being charged with a felony, and the Principal has determined that the student's continued presence would have a substantial detrimental effect on the general welfare of Match has the right to appeal the expulsion to the Executive

Director. The expelled or suspended student shall have five (5) days following the date of the expulsion to notify the Executive Director of the student's request for an appeal. The Executive Director shall hold the hearing with the student and the student's parent within three (3) calendar days of the request. At the appeal hearing, the student shall have the right to present oral and written testimony on the student's behalf, and the right to counsel at the student's own expense. The Executive Director will render a decision within five (5) calendar days of the hearing which shall be the final decision of the school.

Any Other Disciplinary Offense (M.G.L. c. 71, §37H ¾)

Any student who has received a long-term suspension for any violation other than those set forth in M.G.L. c. 71 §§ 37H or 37H ½, has the right to appeal the suspension to the Executive Director by providing written notice within five (5) days following the effective date of the suspension. The Executive Director must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Executive Director may deny the appeal or may allow the appeal at the Executive Director's discretion, for good cause. The following requirements apply:

1. The Executive Director will make a good faith effort to include the parent in the hearing by attempting to hold the hearing on a day and at a time that would allow the Executive Director and the parent to participate. The Executive Director will send written notice to the parent of the date, time, and location of the hearing.

2. 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. The Executive Director will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request, and inform all participants that the hearing is being recorded.

3. The student rights provided at the responsible administrator hearing will be available to the student at the appeals hearing (see, "Long-Term Suspension," above).

4. The Executive Director will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension (see, "Long-Term Suspension," above). 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 responsible administrator, but will not impose a suspension greater than that imposed by the responsible administrator.

The decision of the Executive Director constitutes the final decision of Match.

Continuation of Educational Services and Match Education Service Plan

While under an in-school suspension, a short-term suspension, a long-term suspension, or expulsion, students will have the opportunity to make academic progress. The Principal or responsible administrator will inform the student and parent of this opportunity in writing any time a suspension or expulsion is imposed. Students will be provided an opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of the student's removal from the classroom. Students and parent will be notified in writing about this opportunity, in English and in the primary language spoken in the student's home if other than English, any time a suspension or expulsion is imposed.

For students who are suspended for more than ten (10) consecutive days or who are expelled, Match has developed a school-wide Education Service Plan. Match'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. Match shall send a list of alternative educational services to students and parents of students who are expelled or have received a long-term suspension for more than ten (10) consecutive days. Match shall document the enrollment of every such student in education services, and shall track and report attendance, academic progress, and other data as required

for data reporting purposes. The notice will include a list of the specific education services available to the student and the contact information of a Match employee who can provide additional information.

If the student withdraws from Match and/or moves to another school during the period of suspension or expulsion, the new school or district of residence shall either admit the student to its school or provide educational services to the student under the new district's or school's education service plan.

As required by M.G.L. c. 71 §37H, the following statutory language is provided: Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Data Collecting and Reporting

Match shall collect and annually report to the Department of Elementary and Secondary Education data regarding its discipline of students as required. The responsible administrator shall periodically review discipline data (including in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals) by selected student populations, such as race, ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The responsible administrator will assess the extent and impact of specific disciplinary consequences on student populations and determine whether it is appropriate to modify disciplinary policies or practices.

As required by M.GL. c. 71 §37H, the following statutory language is provided:

1. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

2. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Updated: August 2026

EXHIBIT G

Discipline for Students with Disabilities Policy for

MATCH CHARTER PUBLIC SCHOOL

Match Charter Public School ("Match") will operate in accordance with all local, state, and federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA) , 603 CMR 28.11, and §504 of the Rehabilitation Act, with respect to students with disabilities, and will ensure that procedures for suspending, removing or otherwise disciplining students with disabilities are consistent with all legal requirements. This policy shall be read together with Match's Student Discipline Policy, and Match will utilize alternative remedies and proactively seek to decrease out of class discipline referrals for all students, including students with disabilities, in accordance with that policy. However, students with disabilities are afforded the additional due process rights described herein. As used herein, the term "parent" or "parents" shall mean the parent or legal guardian of a student, as set forth in 34 C.F.R. § 300.30.

In each discipline incident involving a student with disabilities in which the Principal or the Principal's designee ("responsible administrator") has decided to take disciplinary action, including any removal that constitutes a change in placement (a change of placement occurs when a student is removed for more than ten (10) consecutive school days, or has been subjected to a series of removals totaling more than ten (10) cumulative days over the course of the school year), the responsible administrator will ensure that the parent is notified no later than the date on which the decision is made and provide the parent with the procedural safeguards notice.

In general, students with disabilities may be excluded from their programs for up to ten (10) school days per school year just as any other student. However, if Match seeks to make a removal which constitutes a change in placement, the student's special education Individual Education Plan (IEP) or 504 Team must first conduct a manifestation determination by examining whether the student's behavior was (1) caused by, or was directly and substantially related to the student's disability or (2) was the direct result of Match's failure to implement the student's IEP or 504 Plan. To make the manifestation determination, Match, the parents, and the IEP or 504 Team will meet to review all relevant information in the student's file within ten (10) school days of the decision to change the placement of a student with a disability due to misconduct. In determining whether a removal that constitutes a change in placement is appropriate, the responsible administrator may consider any unique circumstances on a case-by-case basis.

If it is determined the behavior <u>was not</u> a manifestation of the student's disability, Match may discipline the student just as it would any other student under the Student Discipline Policy.

If it is determined that the student's conduct <u>was</u> a manifestation of the child's disability, the IEP or 504 Team will conduct a functional behavioral assessment if one has not yet been conducted and develop a behavior plan (or review and modify an existing behavior plan and IEP or 504 Plan, if necessary), and, except in the special circumstances described below, return the student to the student's current program, unless the student's parents and Match agree to a change in placement.

In addition to the foregoing, if it is determined that the student's conduct was a direct result of Match's failure to implement the student's IEP or 504 Plan, the Director of Special Education will implement a corrective action plan to ensure that such student's IEP or 504 Plan is implemented in the future.

In the event a student, while at school, on school premises, or at a school function, carries or possesses a dangerous weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or inflicts serious bodily injury upon another person, a special education student may be removed to an interim alternative educational setting, determined by the student's Team, for up to 45 school days regardless of the behavior's relationship to the student's disability. The terms dangerous weapon, illegal drugs, controlled substance, and serious bodily injury have the meanings given to them in 603 CMR 28.11(1)(g)(2). Hearing officers may also order the

placement of a student in an appropriate interim setting for up to 45 school days upon the determination that the current placement is substantially likely to result in injury to the student or others.

Services

An eligible student who is removed from their current placement must receive educational services during periods of removal consistent with M.G.L. c. 71, §§ 37H and 37H½ and 603 CMR 53.00, regardless of the length of the removal. In the event of a change in placement where the student's behavior is determined to not be a manifestation of the student's disability, or if a student has been removed for special circumstances related to drugs, weapons or serious bodily injury, Match will continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring.

*Appeal*s

If a parent disagrees with the IEP or 504 Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. Match may also request an expedited due process hearing where it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, and may renew that request to continue an interim alternative educational setting ordered by a hearing officer. If an appeal is filed, the student remains in the disciplinary placement, if any, until the hearing officer orders otherwise or the time period for the disciplinary action comes to an end, whichever comes first, unless the parent and the school agree otherwise.

Reporting a Crime

Match may report a crime committed by a child with a disability to appropriate authorities, and subject to the Family Educational Rights and Privacy Act and state privacy and student records laws, shall ensure that copies of the special education and disciplinary records of the student are transmitted to the appropriate authorities for consideration.

Procedures for Students Not Determined Eligible for Special Education

If prior to the disciplinary action, Match had knowledge that the student may be a student with a disability, then Match will make all protections available to the student until and unless the student is subsequently determined not to be eligible. Match may be considered to have prior knowledge if:

1. Parent has expressed concern in writing to supervisory or administrative personnel/child's teacher that child is in need of special education;

2. Parent has requested evaluation to determine eligibility for special education; or

3. Child's teacher (or other school personnel) has expressed specific concerns about the pattern of behavior of the child to the Special Education Director or other school or district administrators.

However, if the parent has refused to consent to an evaluation by Match, has refused special education services, or if the child has been evaluated and determined to be ineligible for SPED, Match will not be considered to have prior knowledge. In the absence of prior knowledge, the student may be subjected to the same disciplinary measures applied to students without disabilities who engage in comparable behaviors.

If Match had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, Match will conduct an expedited evaluation to determine eligibility. Until the evaluation is completed, the student will remain in the educational placement determined by Match, which may include suspension or expulsion, provided that for disciplinary action taken pursuant to M.G.L. c. 71, §§ 37H, 37H½, 37H¾ or 603 CMR 53.00, the student shall have the opportunity to make academic progress during the period of removal.

If the student is found eligible, then the student will receive all procedural protections subsequent to the finding of eligibility.

Last updated: August 2026

EXHIBIT H
Student Records Policy for
MATCH CHARTER PUBLIC SCHOOL

Federal and state laws provide rights of confidentiality, access, and amendment relating to student records (as defined below) to students who are age 14 and older or who have entered ninth grade, whichever comes first ("eligible students") or to parents/guardians of students under the age of 14 and who have not entered the ninth grade ("parents"). For purposes herein, "student records" shall be defined as a student's transcript, temporary records, and includes all information concerning a student that is kept by Match, regardless of physical form, that is organized on the basis of the student's name or in a way that permits the student to be individually identified. The temporary record includes such items as health and immunization records, and video surveillance footage to the extent such footage is used for the student's disciplinary purposes. Copies of the applicable federal and state laws will be provided by Match Charter Public School ("Match") upon request.

Access and Amendment

A parent (other than a non-custodial parent) or eligible student has a right to access, obtain a copy of, and seek an amendment to, a student's records 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, a copy or to seek amendment to student records, please contact the Principal or Executive Director in writing and such access will be provided as soon as practicable and within 10 days after the initial request. Upon request, the eligible student or parent may meet with professionally qualified school personnel and have any contents of the school record interpreted. If Match decides not to amend a student record as requested, the parent or eligible student may request a hearing. If, after the hearing, Match determines that the information in the student record is not inaccurate, misleading or otherwise in violation of the student's privacy rights, it shall inform the parent or the eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the parent or student, as applicable, disagrees with the decision of the agency or institution. Such a statement will be maintained as part of the student record for as long as the record is maintained, and will be disclosed whenever Match discloses the portion of the record to which the statement pertains.

A non-custodial parent seeking access to student records must submit a written request to the Principal or Executive Director. Upon receipt of the request, Match will immediately notify the custodial parent by certified and first-class mail, in English and in the primary language of the custodial parent, that Match will provide access after twenty-one (21) days unless the custodial parent provides documentation that the non-custodial parent is not eligible for access. Records provided to a non-custodial parent will have all electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent deleted and will be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order prohibiting distribution of information under M.G.L. c. 71, § 34H, Match will notify the non-custodial parent that it will cease providing access. Parents who have questions or concerns regarding access to records by a non-custodial parent should contact the Principal or Executive Director for additional information.

Confidentiality

Release of student records generally requires consent of the parent or eligible student subject to certain exceptions. For example, Match employees (including administrators, supervisors, instructors, and support staff members), trustees, or individuals under contract with Match (including attorneys, auditors, medical consultants and therapists, and individuals assisting Match employees in performing their tasks) may access student records as needed to perform their duties without consent from an eligible student or a student's parent. Match may also release 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. In addition, Match may disclose student records without consent where a specific exception applies, including to appropriate parties in connection with a health or safety emergency, in response to a lawfully issued court order or subpoena after making

a reasonable effort to notify the parent or eligible student in advance, and to officials within the juvenile justice system to the extent authorized by state statute. A request from a law enforcement officer or other government agent is directed to the Executive Director or designee before Match responds. Additional instances where student records may be released without consent are set forth at 20 U.S.C. § 1232g(b), 34 CFR § 99.31 and 603 CMR 23.07(4).

Further, when the Department of Children and Families (DCF) has custody of a student, the DCF social worker assigned to the student will have access to that student's student records of the same type and degree as parents to online portals, distribution/mailing lists, and other communication protocols used by Match to share education records and data about individual students. To the extent Match offers online access to student-specific data on attendance and education progress, such access will be extended to the DCF social worker, including providing such social worker with a user profile, login credentials, information on how to access the portal, and guidance on how to use the online system. Match will provide this access as soon as possible, ideally within five (5) working days, after Match's Foster Care Point of Contact receives the Notice to LEA form from the DCF social worker. Match's Foster Care Point of Contact will also work with DCF staff to facilitate access to any other school or teacher-specific online systems used to share information with parents. (Note that the parent will not lose access to these online systems unless there is a specific court order to this effect.) If there is a change of status of a student's custody, DCF will refile the Notice to LEA form, and Match will deactivate the DCF social worker's access to the student records.

Furthermore, Match may disclose directory information (as defined below) without notice or consent unless a parent or eligible student notifies the Principal in writing, within ten (10) calendar days of the receipt of this policy, that the parent or student, as applicable, objects to the release of any directory information (as defined below). For purposes herein, "directory information" is defined as a student's name, address (except for the address of a homeless student), telephone listing, email address, date and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, grade level, participation in recognized activities and sports, honors and awards, and post-high school plans.

In addition, in accordance with M.G.L. c. 71, § 89(g), Match will release the names and addresses of students to a third-party mail house upon the request of a school district, unless a parent or eligible student objects to such release by providing written notice to the Principal or Executive Director within ten (10) calendar days of the receipt of this policy.

Record Retention

A student's transcript will be maintained by Match for a period of 60 years following a student's graduation, transfer or withdrawal from Match. A student's temporary record shall be destroyed no longer than seven (7) years after the student withdraws, transfers or graduates from Match.

The score of any group intelligence test administered to a student shall be removed from the record of said student at the end of the school year in which such test was administered.

Upon a student's graduation, withdrawal or transfer from Match, Match will provide written notice to the eligible student and the student's parent of the approximate date of destruction of the student's temporary record and their right to receive the information in such record.

Complaint

Parents and eligible students have a right to file a complaint concerning alleged failures by a school to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Elementary and Secondary Education, 135 Santilli Highway, Everett, MA 02149. Complaints relative to federal statutes and regulations governing student records may be filed with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520, or online at studentprivacy.ed.gov.

See also, Match's Access to Education, Student Privacy, and Immigration Enforcement Policy.

Updated: August 2026

EXHIBIT I
Acceptable Use Policy for
MATCH CHARTER PUBLIC SCHOOL

1. Purpose and Acceptable Use

a. Match Charter Public School ("Match") provides and maintains computer systems and network resources to support the delivery of education and the administration of Match's operations. These include desktop workstations, laptops, handheld smart devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the internet (collectively referred to herein as "computing systems"). This policy applies to all users of Match computing systems, including Match employees, volunteers, independent contractors, students and guests.

b. Match permits its employees and volunteers to use the Match computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.

c. This policy describes acceptable and unacceptable uses of Match computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from the user's supervisor (for staff), or principal (for students).

2. Access to Match Computing Systems

a. Staff. New staff members will receive this policy via the Match Employee Handbook. With supervisor permission, Match staff members will have access to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: e-mail including conferencing and collaboration tools, web hosting, online subscription databases and information services, Match servers for secure file storage, and all resources and tools found on the internet/world wide web. Computing resources at Match may change as technology develops. These changes will fall within the purview of this policy as well.

b. Students. Students will have appropriate access to the internet and the Match networks through the schools' computers to fulfill school related tasks. Students may only use Match computing systems for educational purposes. Students (and, for Match students, their families) will receive this policy via the Student and Family Handbook or it will be separately distributed.

c. Other Users. Guest accounts may be established. Temporary staff or independent contractors, for example (e.g., long term substitutes, service vendors, interns, student teachers, community education instructors, therapy specialists, volunteers), may have guest accounts. A guest's access may be limited.

3. Disclaimer

a. Match makes no warranties of any kind, either express or implied, that services provided through its computing systems will be error–free or without defect. Match is not responsible for the accuracy or quality of the information obtained through its computing systems. Users of Match's computing systems assume full responsibility for their use including, but not limited to, loss of data, interruptions of service, costs, liabilities, or damages.

4. Ownership/Privacy

a. Match computing systems are the property of Match. As such, a user's activities and files are subject to access, review, copy, or deletion by certain staff members at any time. Match has the right to monitor and log the usage of any and all aspects of its computing systems, including, but not limited to, monitoring internet usage, file downloads, and all communications. Match actively maintains and updates its networks and computing environment by integrating appropriate controls in support of this policy. Tools used may include, but are not limited to: monitoring devices, content filtering, virus protection, log-on utilities, virtual networks, user access profiles, and security settings.

b. Users should not have an expectation of privacy regarding any use of Match computing systems. To be specific, any document, email or other communication that is created, accessed, stored, sent or received on Match computing systems, including communications on personal email accounts (Gmail, Yahoo, etc.) or on social media sites such as Facebook, Instagram and Twitter which are accessed using Match computing systems, are not private.

c. E-mail that is created or received by an employee of Match is a matter of public record and may be subject to public production in accordance with Massachusetts public records laws.

5. Unacceptable Uses

a. Match computing systems may not be used for political advocacy.

b. Match computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, Match computing systems cannot be used as a public access service or a public forum. As such, Match reserves the right to place reasonable restrictions on the materials users can access or post through the Match computing systems.

c. Users may not use Match computing systems to obtain or share information about staff, students or families for any non-school purpose.

d. Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for internet materials, users must obtain permission to use material from the copyright holder.

e. Users shall not attempt to gain unauthorized access to files or accounts using Match computing systems.

f. Users shall not vandalize Match computing systems by, for example, causing physical damage, reconfiguring a computer operating system, attempting to degrade or disrupt Match computing systems, or destroying data by spreading computer viruses or by any other means. Anyone found to intentionally vandalize Match computing systems shall be subject to disciplinary measures and shall be responsible for the costs associated with hardware, software, equipment, materials, data recovery and/or system restoration.

g. Users shall not pretend to be someone else when sending or receiving electronic communications.

h. Use of another person's password or account is strictly prohibited.

i. It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.

j. Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.

k. Users shall not download or install any commercial software, shareware, freeware, or similar types of materials on Match computing systems without prior approval and authorization from the Director of Technology or designee.

l. Users shall refrain from actions or language via email, instant messaging, or any other online mode of communication that is discriminatory, or harassing or threatening to others and which may be in violation of Match's Bullying Prevention Plan, Code of Conduct or Harassment and Discrimination Policy. Users shall refrain from swearing, using vulgarities or using any other inappropriate language or images.

6. Employee Guidelines for Social Media Use

a. When Match employees post content on social media, regardless of whether Match computing systems of personal computing systems are being used, the following guidelines apply:

i. Employees may not post personal identifying information about current or former students or other staff members.

ii. Employees may not post information that can be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, offensive, disruptive, or may constitute bullying. Employees are personally and legally responsible for the information posted.

iii. Employees are strongly encouraged to manage their privacy settings to prevent public viewing of any social media presence that they would not want students, families, parents or colleagues to see.

iv. Employees may not communicate with Match students using personal social media accounts, including adding students as "friends" or "following" students on social media networks such as Facebook or Instagram.

v. Employees may not create a link from a personal blog, website, or other social media site to Match's website unless it is authorized by the employee's supervisor.

vi. Use of the Match logo or letterhead on a blog, website, or other social media site is strictly prohibited.

vii. Employees may not represent themselves as spokespersons for Match. If an employee publishes a blog or post online related to the employee's work at Match, such employee must clearly state that the employee is not speaking on behalf of Match. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of Match."

viii. Employees should refrain from using social media during work hours either on Match computing systems or on personal devices, unless such use is work-related and authorized by the employee's supervisor.

7. Internet Safety

a. Use of the internet has potential dangers. All users and parents of Match students are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes

and Internet Safety which is found on the Commonwealth of Massachusetts government website www.mass.gov. Search "Attorney General" to find the website of the Office of the Attorney General, where you will find "Cyber Crimes and Internet Safety" under the "Public Safety" heading. Additionally, all students will participate in the Match anti-bullying curriculum as set forth in the Bullying Prevention Plan.

b. All users are granted individual accounts and agree to keep passwords secure. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to their supervisor (for staff) or principal (for students).

c. Users will refrain from revealing private information (e.g., addresses, phone numbers) in any school-related electronic communications including communications via email, the internet, or other network tools. Specifically, all users should refrain from revealing personal or private information on any commercial or other internet media sharing site (e.g., Facebook; Instagram, TikTok, Twitter, chat rooms), particularly if these are not school sponsored or hosted sites. Match computing systems should not be used to meet or arrange to meet unknown people.

d. When accessing the school's resources and data from any systems (including when outside the Match networks), staff and volunteers will use due caution to protect the privacy and integrity of student data.

e. As required by the Children's Internet Protection Act (CIPA), Match is required to protect students from online threats, block access to inappropriate content, and monitor internet use by minors on school networks. Match may use filtering technologies to help control users' access to inappropriate internet content and websites while using its networks.

f. Students may only use the internet for educational purposes. Personal use of social media websites (e.g. Facebook, Twitter, Instagram, TikTok, etc.) and chat rooms is strictly prohibited.

g. Any Match employee who wishes to implement the use of certain educational websites in the classroom must follow these procedures:

    a. The employee shall submit a request to the principal, and the principal will inform the staff member whether the educational use of a certain website in the classroom is permitted.

    b. Upon approval, the principal will inform the website coordinator at the school. The website coordinator of each school shall maintain a list of educational websites that are being used by students for educational purposes on its website, which shall be updated from time to time.

    c. In the event that students must be registered for an account in order to use a particular website, staff members shall obscure student information to the extent practicable (i.e., first name, last initial; or initials, matcheducation, etc.).

8. Data and Control

a. Match has the right to re-image any computer as necessary.

b. Match is responsible for the provision, installation, maintenance, and licensing of all software deployed in its computing systems.

c. No personal data or files may be stored on a Match network or computer.

d. Match provides all users with network accounts and data storage. It is the users' responsibility to ensure that all files and data are stored in their appropriate locations. Match conducts regularly scheduled backups to prevent loss or corruption. However, Match cannot guarantee that all information can be recovered in the event of a catastrophic failure.

e. Responsibility for backing up any hand held or mobile device issued to a user falls upon the user. Match is not responsible for providing backups for these devices.

9. Hardware/Software

a. Any and all equipment issued by Match for use by any user must be treated with due care. All users are responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to a user's supervisor or the Director of Technology (for staff) or principal (for students).

b. Any and all issues or problems related to any hardware, software, system or network must be reported to the Director of Technology.

10. **Violations**

a. Access to Match's computing systems is a privilege and not a right. Match reserves the right to deny, revoke, or suspend specific user privileges, and/or to take disciplinary action up to, and including, suspension, expulsion (for students), and dismissal (for staff and volunteers for violations of this policy.

b. Match will advise appropriate law enforcement agencies of any illegal activities conducted using Match's computing systems. Match also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the Match computing systems.

c. Match prohibits retaliation against any staff member for reporting a possible violation of this policy or for cooperating in an investigation. Any staff member who retaliates against another user for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Updated: July 2025

EXHIBIT J
Parental Notification Relative to Sex Education for
MATCH CHARTER PUBLIC SCHOOL

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Match Charter Public School Board of Trustees (the "Board") has adopted this policy on the rights of parents and guardians of our students in relation to curricula that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students at Match Charter Public School will be notified in writing of the courses and curricula we offer that primarily involve human sexual education or human sexuality issues. Parents of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents may arrange with the principal to review the materials at the school, and may also review them at other locations as may be determined by the school principal.

A parent who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Chief Operating Officer, with a copy to the Executive Director, for review of the issue. The Chief Operating Officer or designee will review the issue and give the parent a timely written decision, preferably within two weeks of the request. A parent who is dissatisfied with the Chief Operating Officer's decision may send a written request to the Board for review of the issue. The Board will review the issue and give the parent a timely written decision, preferably within four weeks of the request. A parent who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

A copy of this policy will be distributed to each principal by September 1 of each year.

Last reviewed: July 2025

EXHIBIT K
Life-Threatening Allergy Protocol for
MATCH CHARTER PUBLIC SCHOOL

Preface

Match Charter Public School ("Match") recognizes the increasing prevalence of severe and life-threatening allergies among school-aged populations in the United States. While food allergies are the most common form of life-threatening allergies, treatment of a life-threatening allergic reaction (anaphylaxis) is the same whether caused by a reaction to food, insect sting, latex, exercise-induced, etc. As such, Match recognizes the need to help children with allergies avoid all allergens to which the child may react, and to establish emergency procedures to treat any allergic reactions that may occur.

Statement of Protocol

The purpose of this policy is to establish a safe environment for Match students with life-threatening allergies, and to provide all Match students the opportunity to participate fully in all school programs and activities. The policies contained herein are designed to increase collaboration between parents, teachers, school nurses, administrators and staff, and to educate the Match school community about life-threatening allergies.

Administrative Guidelines

Neither Match, nor its school personnel, shall be responsible for diagnosing life-threatening allergies and/or those foods, ingredients in foods, or other allergens that pose a risk to a student with a life-threatening allergy. Match will develop and implement an Individual Health Care Plan (IHCP) for all students with diagnosed life-threatening allergies, will implement an annual life-threatening allergy and EpiPen training for all staff or more frequently as needed for new staff or others. Families will be provided, upon request, with information from the food services department regarding school lunch ingredients. Requests for such information must be made to the following address: attn: Executive Director, Match Charter Public School, 215 Forest Hills St., Jamaica Plain, MA 02130. Please allow at least seven (7) business days for processing.

Parent, Student, and School Responsibility

I. Parent Responsibility: *Before the start of each school year*, the parent of a student with life-threatening allergy should:

   a. notify the school nurse in writing of the student's life-threatening allergy, or allergies;

   b. provide to the school nurse all required documentation, including:

      i. Signed documentation from the student's physician detailing the nature of the student's condition, medication orders, and/or an emergency care protocols, if applicable;

      ii. a list of all known foods, ingredients and allergens that may cause a life-threatening reaction;

      iii. signed parent permission form for medication administration, if required; and

      iv. on an ongoing basis, documentation of any changes in condition or status of the student's allergies and/or treatments;

c. meet with the school nurse to develop, review and/or modify the student's Individual Health Care Plan (the "IHCP") and Emergency Action Plan (the "EAP"), and deliver:

i. Any medications to be maintained by the school as prescribed by the student's physician; and

ii. classroom snacks for the student, if stipulated in the IHCP;

d. collaborate with the student's physician and the school to educate the student on the self-management of the student's life-threatening allergy, as developmentally appropriate, in order to promote self-advocacy and competence in self-care; and

e. when possible, encourage the student to wear a medical alert bracelet or necklace at all times.

II. Student Responsibility: A student with a life-threatening allergy should:

a. avoid trading food with others;

b. avoid any food with unknown ingredients or ingredients known to contain any allergen;

c. notify an adult immediately if the student eats, touches, or inhales something that may contain an allergen; and

d. proactively manage the student's allergy, when developmentally appropriate.

III. School Nurse Responsibility: The school nurse should:

a. review each student's yearly enrollment forms and provide a copy of the Life-Threatening Allergy Protocol to parents/guardians of any student with an indicated life-threatening allergy;

b. develop and implement an IHCP, corresponding EAP, and Medication Administration Plan for every student with a life-threatening allergy prior to school entry, or at the first opportunity after receiving documentation from the parent;

c. share the IHCP and EAP with staff on a need-to-know basis (e.g. school leaders, teachers, food-service personnel, bus drivers, coaches, etc.);

d. when medically necessary (e.g. peanut allergies), collaborate with school staff to send home a letter to encourage parents/guardians and students to avoid bringing peanut/tree nut or other known allergens into school;

e. at the beginning of each school year, and on an ongoing basis as needed, provide education and training to all staff on the signs and symptoms of anaphylaxis and EpiPen administration;

i. conduct additional training for appropriate staff regarding individual students' life-threatening allergies, symptoms, risk-reduction and emergency procedures, as described in the student's IHCP and EAP;

f. maintain a list of students with life-threatening allergies in the health office; and

g. ensure that the school principal and Director of Operations are informed of all procedures and systems that are necessary to ensure the safety of students with life-threatening allergies.

IV. School Leader Responsibility: The Principal, the Director of Operations, or designee at each school should periodically review that:

a. an IHCP is created and implemented for each student with a life-threatening allergy, and that:

i. staff are aware of how and when to communicate with the main office and school nurse in the event of emergency;

ii. systems are in place to ensure that staff in a temporary situation (e.g. substitute) are aware of, and have access to, the student's IHCP and EAP;

b. when developmentally necessary, there are procedures for monitoring snack and lunch;

c. for classes where a student has a life-threatening allergy, when necessary:

i. a letter is sent home to encourage parents and students to avoid bringing peanut/tree nut or other known allergens into school;

ii. areas are established within classrooms/cafeterias which prohibit consumption of certain foods before and after school hours:

iii. there is flexibility in grouping students to limit exposure to potential allergens; and

iv. all students with life-threatening allergies have access to all classroom activities and celebrations;

d. students and staff have access to information regarding proper hand washing techniques before and after eating to limit risk of exposure to allergens;

e. teachers are discouraged from using food as a reward or incentive, and that the use of food for classroom functions is limited, except as outlined in this policy;

f. teachers notify parents of any school activity that requires the use of food or potential allergens in advance of the project or activity; and

g. the eating of food products on routine school bus routes is discouraged, except for those with medical needs (e.g. diabetics)

V. Teachers and Other Staff Responsibility: Teachers and staff should:

a. become familiar with the IHCP of students under their supervision and respond to emergencies as per the emergency protocol documented in the EAP;

b. work in collaboration with the school nurse and school leaders, when possible, to inform parents of classmates of students with life-threatening allergies of any classroom restrictions that are necessary to reduce the risk of exposure to life-threatening allergens;

c. assist in monitoring identified students to help them avoid consuming restricted foods inadvertently brought into the classroom or any baked goods sent to school by anyone other than the student's parents, when possible;

d. pay particular attention to the contents of animal feeds for any animals that might be present in the classroom as those feeds often contain peanut products; and

e. be aware that "bullying" situations which utilize allergen triggers against a student with life threatening allergies represents a serious assault and should be dealt with accordingly.

Food at Parties and Celebrations

I. Parties and Celebrations: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:

a. School staff and/or school organizations that provide food items at grade-level or school-wide events during the school day will ensure that food is procured and supplied by the school's food service department when possible, and that the event is monitored using the same guidelines as with snack and lunch; and

b. staff will utilize alternate celebratory activities (e.g. crafts, videos, etc.), when possible.

Field Trips/ Travel

I. Trips: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:

a. The school nurse and relevant school leaders should be consulted with before determining the appropriateness of each field trip in consideration of safety of the students with life-threatening allergies;

b. school staff and leaders shall notify the nurse of all travel in a timely manner, when necessary;

c. prior to departure, the school nurse or leader reminds the chaperone on EMS activation procedures, when possible;

d. medications, including epinephrine, if prescribed, and a copy of the student's EAP should accompany the student;

e. a cell phone or other communication device must be available on the trip for emergency calls;

f. parents of a student at risk for anaphylaxis may be invited to accompany their child on school trips, in addition to the chaperone;

g. in the absence of accompanying parent/guardian or nurse, another individual must be trained to handle an emergency situation; and

h. field trips should be chosen carefully to ensure that no student is excluded from a field trip due to risk of allergen exposure.

After School Activities

I. School-Sponsored Before/After School Activities: The following precautions shall minimally be taken to ensure the safety of students with life-threatening allergies:

a. instructions for accessing EMS shall be posted throughout the school;

b. individuals who are responsible for keeping epinephrine by auto injector during events shall be identified by the school nurse;

c. a current epinephrine by auto-injector should be readily accessible, and an adult staff member onsite should be trained in its use when possible; and

d. if a medical alert identification (“ID bracelet”) needs to be removed during activities for safety reasons, the student should be reminded to replace the student’s ID bracelet immediately upon completion of the activity.

Last reviewed: July 2025

EXHIBIT L

Substance Use Prevention Policy for

MATCH CHARTER PUBLIC SCHOOL

Preface

Match Charter Public School ("Match") seeks to create and maintain a safe and supportive learning environment and recognizes that it has a unique and important opportunity to proactively prevent substance use and misuse. As such, Match will collaborate with relevant stakeholders, including parents/guardians, students, teachers, administrators, the Massachusetts Department of Elementary and Secondary Education ("DESE") and the Massachusetts Department of Public Health ("DPH"), to provide its students with information on the dangers of opioid, alcohol, and other substance use and misuse, identify and support students who may be at risk for substance use and misuse, and to implement evidence-based, developmentally and culturally appropriate prevention programming. Match recognizes that collaborating with families and the community is essential for structuring comprehensive and multifaceted approaches to preventing substance use and misuse. This policy shall be reviewed on an annual basis.

Statement of Protocol

The purpose of this policy is to outline prevention practices implemented at Match to decrease the likelihood that Match students will use or misuse dangerous substances and to identify any such use and misuse in the early stages, intervene effectively, and provide treatment and supportive resources to those students and families. The protocols detailed below shall at all times be subject to the Family Education Rights and Privacy Act (FERPA), the Massachusetts student records laws, the Health Insurance Portability and Accountability Act (HIPAA), and any other relevant federal or state law.

Administrative Guidelines

Match shall review and update this policy as needed to reflect applicable research and best practices in accordance with MGL c. 71 s. 96 and s. 97 (as amended by St. 2016, c. 52, s. 15).

Educational Materials for Students and Families

I. Health Educational Programming: Match will provide a high-quality and evidence-based health and wellness curriculum that will include developmentally appropriate and culturally competent information about the dangers of substance abuse for students in grades 5-12. Such programming may include topics such as:

1. The distinction between drug use and drug misuse/abuse;
2. negative effects of different types of drugs/substances;
3. factors that cause and affect addiction;
4. addiction's effect on the body, the brain, and overall wellness; and
5. methods to treat and support individuals who are addicted to substances.

Match staff will discuss this policy with students and provide this policy to families on at least an annual basis.

II. Opiate Misuse Prevention Materials for Student Athletes: Due to the risk of injury and the subsequent need for pain management, student athletes may be at increased risk for opioid misuse. As such, prior to the start of each sports season, Match will provide to athletes and athletes' families with DPH-approved written education information on prescription opioid misuse prevention that is specific to athletics.

III. Resources for Students, Parents and Staff: On its website and in this policy, Match will provide links to relevant information, resources and organizations related to substance use and abuse that may be helpful for parents, students and staff. Match recognizes that families play a critical role in the prevention of substance use and abuse, and shall encourage parents to contribute to prevention efforts.

IV. Intervention: A combination of several of the following behaviors happening simultaneously, or if there is a sudden onset of these behaviors, or if they become extreme, it may be a signal that the student is involved in drug or alcohol use or misuse, and in such a case, these behaviors should not be overlooked as normal adolescent behavior:

1. A change in mood (temper flare-ups, irritability, defensiveness)
2. A change in academics (skipping school, low grades, disciplinary action)
3. A change in behavior (suddenly avoids eye contact, makes secretive phone calls, disappears for periods of time)
4. A change in friends and a reluctance to have parents/family get to know the new friends
5. A "nothing matters" attitude (lack of involvement in former interests, general low energy)
6. Physical or mental changes (periods of sleeplessness or high energy, memory lapses, poor concentration, lack of coordination, slurred speech, significant weight loss/gain, etc.)
7. Money is missing, or objects have disappeared

Getting help early is essential to protecting students, and Match will work to establish relationships with providers to whom it can refer a student in need, and have readily available resources to offer parents/guardians. Treatment can be provided to individuals at any stage and at any age, and should be tailored to the unique needs of the individual.

V. Point of Contact: Match has designated the Mental Health Professionals at each school to be the primary point of contact and support for students who are considered to be at risk. Staff members, parents, and students should reach out to the Mental Health Professionals with any questions or concerns, or to learn more about available resources.

Professional Learning, Training and Referrals

I. Role of Staff: Match employs and contracts School-based Licensed Mental Health Professionals ("Mental Health Professionals") to provide services to students, as well as to provide trainings for staff for the variety of mental health problems that students can experience, including substance use. Given that Match staff members interact with students on a daily basis, they are often able to recognize changes in performance, demeanor, and/or appearance that may indicate that a student

may be at risk for, or is already, using or experimenting with substances. Staff members will work together with Mental Health Professionals to collaborate with parents, families and the community to support students who are using or misusing, or are at risk of using or misusing, substances.

II. Training. Match provides a tiered system of support and training so that all school staff are informed about Match's policies, procedures and protocols for prevention, intervention, and follow-up when responding to substance use and misuse. Mental Health Professionals and/or school nurses will provide this training annually. Topics to be covered in training include the early warning signs and behaviors that indicate a student may be experiencing substance use problems, school-based referral systems, and related protocols. Additional professional development opportunities will be made available to staff who are directly responsible for implementing these supports with students. Staff who implement substance use prevention curricula and who conduct verbal screenings will undergo ongoing continuous training and professional development on implementing evidence-based programs and effective strategies for preventing substance use.

III. Referrals and Collaboration: School leaders and Mental Health Professionals will facilitate referrals to community behavioral health providers for the variety of mental health issues that students experience, including substance use or misuse and co-curring disorders, as necessary. Professional best practices should be followed related to communication between staff, parents/guardians, students, and outside providers, as well as for ongoing monitoring and re-entry to school plans, if required.

Substance Use Prohibition

I. Alcohol, Tobacco and Drug Use: A student shall not, regardless of the quantity, use, consume, possess, distribute or display away any beverage containing alcohol, any tobacco or nicotine product or tobacco or nicotine paraphernalia (including nicotine delivery systems such as vaporizers and e-cigarettes), marijuana or marijuana-derived products, opioids, steroids, or any other controlled substance on or within 500 feet of Match property or at any school-related function or off-campus school-sponsored event or extracurricular activity such as field trips or sporting events. Additionally, any student who is under the influence of drugs or alcoholic beverages while in attendance at school or participating in a school-sponsored event or activity will be subject to disciplinary action in accordance with all applicable Match policies and procedures (including, without limitation, the Code of Conduct and the Student Discipline Policy).

II. Verbal Screening Tools**.** Match will use a verbal screening tool to screen students for substance use disorders in accordance with Mass. General Laws chapter 71, section 97 (as amended by St. 2016, c.52, s.15). In connection with the screening tool, Match will:

1. Conduct screening on an annual basis for students in Grades 7 and 9;

2. Notify parents of students who will be screened before the school year in which screening takes place starts; and

3. Permit a student or a student's parent to opt out of the screening at any time by providing written notification to the building principal.

Match school nurses and/or Mental Health Professionals will attend training to properly administer these tools.

Any statement, response or disclosure made by a student during a verbal screening shall be confidential and shall not be disclosed by the person conducting the screening to any other person

without the prior written consent of the pupil or parent/guardian, except in the case of immediate medical emergency or if disclosure is otherwise required by law. If given, such consent will be documented on the appropriate DPH form and shall not include any information which identifies the student.

Information for Families:

- Talking to Your Middle School-Aged Child about Alcohol Tobacco and Other Drugs
    - http://massclearinghouse.ehs.state.ma.us/ALCH/SA1020kit.html
- Alcohol and Other Drugs: Is Your Teen Using?
    - http://massclearinghouse.ehs.state.ma.us/ALCH/SA1066.html
- Tips for Protecting Your Kids from Addiction Brochure
    - http://massclearinghouse.ehs.state.ma.us/ALCH/SA3534kit.html
- How and when to start conversations and prevention resources for parents:
    - https://www.samhsa.gov/underage-drinking,
    - https://drugfree.org/
    - https://www.mass.gov/learn-about-marijuana
    - https://www.mass.gov/substance-use-prevention-for-parents
- An extensive list of resources specific to certain categories of substance use and misuse (including alcohol, marijuana tobacco/nicotine and opioids), treatment options, recovery high schools, and resources from state agencies can be found at https://www.doe.mass.edu/sfs/safety/atod.html.

Last reviewed: July 2025

EXHIBIT M
Title I Family Engagement Policy for
MATCH CHARTER PUBLIC SCHOOL

Strong relationships with families are a fundamental aspect of the Match Charter Public School ("Match") program. Families/guardians are involved in the development of our family engagement policy through Family Council meetings and school review and improvement. At an annual meeting, families/guardians are informed of our school's participation in Title I and are told of the requirements and their right to be involved. They are involved in the planning, implementation and review of Title I programs, including the development and revision of the family engagement policy and the schoolwide program plan. Families are given the opportunity to be meaningfully involved in conducting an annual evaluation of the effectiveness of the family engagement policy in improving the academic quality of the school, and to design strategies for more effective family involvement. For Family Council meetings throughout the year, Match may use Title I funds to provide families with child care, transportation, home visits or other necessary related services. If the schoolwide program plan is not satisfactory to families/guardians of participating students, Match will submit their comments on the plan at the time the plan is made available to the local educational agency.

Match families/guardians are provided with timely information about Title I programs, including a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress and the achievement levels of the Massachusetts academic standards, through culturally sensitive communications provided in a format and, to the extent practicable, in a language families can understand. Match provides opportunities for the informed participation of all families, including families with limited English proficiency, families with disabilities and families of migratory students. Strong family involvement is expected and encouraged. Effective family involvement activities are planned and implemented, and opportunities are made in Family Council meetings for families to formulate suggestions and to participate in decisions relating to the education of their children. Match takes steps to respond to suggestions made by families as soon as feasible.

To build families' capacity for involvement, Match provides assistance to families in understanding the Massachusetts academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor their student's progress and work with educators to improve achievement. Match provides materials and training to help families work with their students to improve achievement. To the extent feasible and appropriate, Match coordinates and integrates family engagement programs and activities with other federal, state and local programs, including public preschool programs. Match also provides such other reasonable support for family engagement activities as families/guardians may request.

Families are surveyed annually about the content and effectiveness of the family engagement policy in improving the academic quality of our school. Among other metrics, the evaluation will seek to identify and address barriers to greater participation by families/guardians, identify what families/guardians are currently providing for their student's learning (including how families engage with school staff), and incorporate effective engagement strategies into all systems and services to support successful school and family/guardian interactions. Families are given the opportunity to identify issues and to give open-ended feedback and suggestions for more effective parental involvement. Survey results are reviewed by administrators, who then design evidence-based strategies and develop, review, revise and establish new practices and policies for more effective family engagement practices, if needed, based on the annual evaluation.

This policy is developed jointly with, agreed on with, and distributed to families of participating students. Families are notified of the policy in an understandable and uniform format and, to the extent practicable, in a language they can understand. This policy is also made available to the local community and is reviewed annually and updated as needed to meet all of the changing needs of families and our school.

School-Family Compact

Families/guardians, the entire school staff and students share responsibility for improved student academic achievements, and the school and families/guardians will work together to develop a partnership to help student achieve high standards. To this end:

- Match shall provide high-quality curriculum and instruction in a supportive and effective learning environment and to help students meet the state's academic standards

- Families/guardians play an essential role in supporting their student's learning, volunteering in the student's classroom, and participating, as appropriate, in decisions relating to their student's education and the positive use of extracurricular time

- Match educates all school staff on the value of family engagement practices and adopting a strengths-based approach to building a respectful, trusting and reciprocal relationship by recognizing the strengths of families; acknowledging, respecting, and learning from individual and group differences; considering family preferences while adapting practices; sharing decision making with family members and guardians; and approaching families/guardians as equal and reciprocal partners

- Ongoing communication between teachers and families/guardian is a critical element for students to achieve high levels of achievement. This is accomplished through:

    - Family/guardian-teacher conferences, held at least annually in the elementary grades, during which this compact is discussed as it relates to the individual student's achievement.

    - Regular reports to families/guardians on their student's progress.

    - Families/parents having reasonable access to staff, opportunities to volunteer and participate in their student's classroom, including observation of classroom activities.

    - Families/guardians are given the phone numbers and email addresses of administrators and teachers.

    - Families/guardians who wish to be involved in our school are welcome to participate in decision making, planning and evaluation of our schoolwide Title I program.

    - Regular two-way, meaningful communication between family members and school staff, provided to the extent practicable in a language family members can understand.

Families' Right-to-Know

Families/guardians have the legal right to request information from Match regarding the professional qualification of their children's classroom teachers, including:

1. Whether the teacher has met the Commonwealth of Massachusetts qualification criteria for the grade levels and subject areas in which the teacher provides instruction.

2. Whether the teacher is teaching under emergency or other provisional status through which the Commonwealth of Massachusetts qualification criteria have been waived.

3. Whether the teacher is teaching in the field of discipline of the teacher's certification.

4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Match shall provide to each individual family/guardian:

- information on the student's level of achievement and academic growth, if applicable and available, on each of the state academic assessments required under Title I, and

- timely notice that the student has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable Commonwealth of Massachusetts certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Last reviewed: August 2026

EXHIBIT N
Title IX Policy for
MATCH CHARTER PUBLIC SCHOOL

Introduction

Title IX of the Education Amendments Act of 1972 and various state and federal laws protect all students and school employees from sex-based harassment that occurs during an educational activity, regardless of the sex of the parties. In school systems, sexual harassment may cross many lines, and may involve staff member and staff member, staff member and student, student and student, third party and staff member, or third party and student. All students and school employees can experience sex-based harassment, including male and female students/employees, LGBT students/employees, students/employees with disabilities, and students/employees of different races, national origins, and ages.

Any person who believes that a student, teacher, administrator, other school personnel or third party has engaged in conduct prohibited by this policy, whether such conduct has been directed at the person or some other person, should report the alleged prohibited conduct as soon as possible to the appropriate Match Charter Public School (hereinafter "Match") official (as designated by this policy) verbally or in writing. Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different Match employee than the one designated in this policy.

Policy Statement

Match does not discriminate against individuals on the basis of sex, or any other category protected by state and federal law, in the administration of its educational and employment policies, and in its administered programs and activities, and provides equal access to all designated youth groups. Match is committed to maintaining an educational and work environment free from all forms of discrimination, including sexual harassment and retaliation.

Goals

Match is committed to providing equal educational opportunities and a safe learning and workplace environment free from discrimination, including sexual harassment and retaliation. Match will not tolerate any form of discrimination, including sexual harassment and retaliation, within the school community. Match will promptly and fairly investigate and respond to all allegations and complaints of sexual harassment and retaliation. During the investigation process, Match will provide equitable treatment to complainants and respondents, ensure objective evaluation of all relevant evidence, and designate investigators and decision makers who are free from bias or conflict of interest. Following an investigation where it is determined that sexual harassment has occurred, Match will take prompt, appropriate disciplinary, corrective and remedial measures necessary to ensure a safe and equitable learning and workplace environment for all school community members.

Definitions

Title IX identifies three separate types of conduct that would constitute "sexual harassment":

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Examples of unwelcome conduct that may establish a hostile environment include but are not limited to unwelcome sexual advances; requests for sexual favors; verbal, nonverbal or physical conduct of a sexual nature; sex discrimination; threats of violence; and/or physical assault. Digital and online conduct can also constitute sexual harassment, examples of which include, but are not limited to, non-consensual sharing of naked or intimate images (including images altered or generated with artificial intelligence tools), online sexually demeaning slurs or threats, and technology facilitated stalking, such as repeated unwanted messages, creation of fake accounts, or use of apps to evade blocks.

The following additional definitions apply:

- "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of Match, except that this standard is not met when the only official of Match with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever Match has actual knowledge of the allegation.

- "Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

- "Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due to the influence of fear, fraud, forcible compulsion, threats, and/or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent may be relevant to whether conduct between students was unwelcome, but it is not a defense where the complainant lacked legal capacity to consent, including any student under the age of sixteen, and it is not a defense to conduct by a Match employee toward a student.

- "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

- "Deliberate indifference" means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

- "Emergency removal" means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes Match from removing a respondent from Match's education program or activity on an emergency basis, provided that Match follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- "Formal complaint" means a document filed by a complainant (or the complainant's parent or guardian if the complainant is a student) or signed by the Title IX Coordinator alleging sexual harassment and requesting that Match investigate the allegation of sexual harassment.

- "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

- "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, technological solutions, and other similar measures. Match must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Application of Title IX/Sexual Harassment Policy

To be covered by Title IX, the sexual harassment must have occurred in the school's education program or activity and the complainant must have been participating in or attempting to participate in an education program or activity at the school at the time the complaint is filed. The complainant must also have been in the United States when the conduct occurred. For purposes of this policy, "education program or activity" expressly includes school related digital spaces, which include, but are not limited to, school sponsored email, learning management systems, virtual classes, team group chats, and online platforms or device the school operates, controls or is used in school operations.

Match will investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the Match exercises substantial control (on-campus, off-campus, or virtual), and will respond consistent with this policy without deliberate indifference.

While Title IX covers the above-described definition of "sexual harassment", Match recognizes that the Title IX standard does not capture all conduct that amounts to sexual harassment under school policy and other state and federal laws. Therefore, while Match prohibits "sexual harassment" as defined by Title IX, it also prohibits sexually harassing conduct that may fall outside of Title IX's definition and includes other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to students or employees.

If Match determines that the alleged conduct falls outside of Title IX's scope but still constitutes sexual harassment under other school policies, Match will implement appropriate remedial and/or disciplinary action in accordance with those policies.

Please note that incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. Match will also comply with all legal requirements governing the reporting of suspected cases of child abuse and criminal violations to the appropriate authorities, including the Department of Children and Families, and Match's Child Abuse and Neglect Policy.

Complaint and Reporting Process:

For allegations of sex-based discrimination, including sexual harassment, sexual violence, and gender-based harassment by a Match employee or volunteer, another student at Match or a third party, immediately report the incident to Match's Title IX Coordinator. The Title IX Coordinator's contact information is as follows:

> Alvin Cooper, Chief Human Resource Officer and Title IX Coordinator, 215 Forest Hills Street, Jamaica Plain, MA 02130, TitleIXCoordinator@matcheducation.org; (617) 438-0820.

Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different Match employee than the one designated in this policy. Employees who receive a report must immediately notify the Title IX Coordinator.

Upon receiving actual notice of alleged sexual harassment (including the receipt of digital evidence), all non-student members of the Match community (including Match board members, administration, faculty, staff, volunteers in schools and/or parties contracted to perform work for Match, subject to school authority) must notify the Title IX coordinator as soon as practicable, but no later than 24 hours after becoming aware of the incident. Failure to comply with this mandatory reporting requirement or this Protocol may lead to disciplinary action.

The Title IX Coordinator, and/or designated school administrator and/or employee, must then contact the complainant within two days of receiving the complaint and do the following:

- Promptly offer and discuss supportive measures with the complainant.
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Explain the process of filing a formal complaint and determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainants and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead Match to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require Match to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference. If a formal complaint is not made, Match may still investigate the report of sexual harassment in accordance with its Harassment and Discrimination Policy, taking the complainant's wishes into consideration.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by Match.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of Match. Additionally, Match has discretion to dismiss a formal complaint where the passage of time would result in

Match's inability to gather evidence sufficient to reach a determination regarding responsibility, or when Match loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by Match).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in Match's education program or activity, or did not occur against a person in the United States, then Match must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. Match will promptly send written notice of any dismissal, and the reason or reasons for it, simultaneously to both parties.

Written Notice of Formal Complaint

Upon receiving a formal complaint of sexual harassment, Match will provide the complainant and the respondent written notice of the allegations, the grievance process, the appeal process, available supportive measures, and possible disciplinary sanctions and remedies. The written notice will also include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the Match's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, and only after a formal complaint has been filed and written notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Participation in an informal resolution process may only occur where both parties give voluntary, informed, written consent to attempt informal resolution, which Match will obtain only after providing the parties written notice disclosing the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations), and any consequences of participating, including the records that will be maintained or could be shared. Either party has the right to withdraw from the informal process at any time prior to agreeing to a resolution and to resume the grievance process on the formal complaint. The informal complaint option is not available for reports of employee-on-student sexual harassment; in this context a formal investigation is required. Where an informal resolution process is agreed to, it will be facilitated by a facilitator designated by the Title IX coordinator who does not have a conflict of interest and/or bias for or against complainants or respondents and who has received proper training.

Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures and decline informal resolution at any step in the process, even if informal resolution has already begun.

If the parties are not satisfied with the resolution from the informal process, or if the complainant does not choose informal resolution, then the complainant can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

All formal complaints will require a full investigation in accordance with the Title IX grievance process. For formal complaints of sexual harassment, the investigator will conduct and complete a thorough and impartial investigation into the reported conduct within a reasonably prompt timeframe, with delays for good cause only. Good faith efforts will be made to complete the investigation within fifteen (15) school days of the initiation of the formal complaint, except for good cause, as documented in the investigation file. Where feasible, the formal process will be completed

within a ninety (90) day timeframe from the date a formal complaint is filed with Match. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

1. Gathering Evidence

The investigation will include personal interviews with the complainant(s), the individual(s) against whom the complaint is filed, and others who have knowledge of the alleged incident(s) or circumstance(s) giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator, including but not limited to gathering physical or digital evidence. The investigator will find facts and make determinations related to credibility, all of which will be incorporated into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Match will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

For Title IX purposes, if a student requests that the student's name not be revealed to the alleged perpetrator, honoring the request may limit Match's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. Title IX includes protections against retaliation, including retaliatory actions taken by the school and school officials, and school officials will not only take steps to prevent retaliation but will also take strong responsive action if it occurs. Confidentiality concerns should be brought to the attention of the Title IX Coordinator, whose contact information is provided above, and/or the principal of your school building.

Match has the burden of gathering the evidence, not the parties. However, parties may gather and present evidence of their own. All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation.

All parties whose participation is invited or expected will be provided with written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

All parties will be provided with the opportunity to be accompanied to any related meeting, interview or proceeding by an advisor of their choice, who may be, but is not required to be, an attorney.

Match will not require, allow or rely upon privileged information, unless privilege is waived in writing by the holder.

All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation. Prior to completion of the investigative report, Match will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) days to submit a written response to the evidence, which the investigator will consider prior to completion of the investigative report.

2. Investigative Report & Written Questions

Upon its completion, the parties will be provided with a copy of the investigative report for their review and, if desired, submit a written response. Written responses from the parties will be required within ten (10) days of receipt of the investigative report and will be incorporated into the investigative report.

After the parties' responses to the investigative report, if any, have been incorporated into the investigative report, but prior to reaching a determination regarding responsibilities, the decision-maker(s) – who will not be the same person(s) as the investigator and/or Title IX coordinator – will afford each party the opportunity to submit written questions for the other parties and witnesses to answer, provide each party with the answers, and allow for additional, limited follow-up questions from each party. If any questions are determined not to be relevant, the decision-maker may exclude the questions and will explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

3. Written Determination & Standard of Evidence

After this process, the decision-maker will issue a written determination simultaneously to the parties regarding whether sexual harassment has occurred using a preponderance of the evidence standard, as it does for all conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanctions. Resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, Match will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, etc.;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the recipient's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- Match's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

<u>Disciplinary Action, Corrective Action, and Remedial Measures</u>

If the respondent is ultimately found responsible, the complainant will be made aware of any sanctions imposed on the respondent that directly relate to the complainant. The respondent will not be notified of individual remedies offered or provided to the complainant. If the respondent is ultimately found responsible, Match will effectively implement remedies for the respondent, complainant and where appropriate, for the broader student population. The remedies will be designed to restore or preserve equal access to the educational program or activity for a complainant, end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

Remedies may include, but are not limited to, disciplinary sanctions against the respondent, up to an including termination and/or expulsion (subject to state law and the Student Discipline Policy), counseling for the respondent, an escort for the complainant, ensuring that complainant and respondent do not share classes or extracurricular activities, providing comprehensive victim services, training or retraining school employees, changes to Match's policies and/or services, etc. Any disciplinary action will be in accordance with due process rights under State law.

As indicated above, these procedures do not limit Match from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeal Process

Parties may appeal the decision issued as a result of the investigation, or from Match's dismissal for a formal complaint or any allegations therein to the Board of Trustees, within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal. The decision-maker(s) for the appeal will not be the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), and/or the Title IX Coordinator. Parties may appeal on the basis of procedural deficiencies; bias or conflict of interest; newly discovered evidence; and/or other good cause.

Match will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The appeal decision-maker will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Training

Match will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, evidence, credibility, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Match will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Match also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. These training materials will be posted on Match's website.

Records

A record will be maintained for a period of seven (7) years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process Match staff will document the basis for Match's conclusion that its response was not deliberately indifferent.

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of Match policies and criminal activity. The Title IX Coordinator or designee will refer matters to law enforcement and other agencies as appropriate under the law or Match policy, and inform the complainant/alleged victim of the right to file a criminal complaint.

Retaliation

Retaliation against an individual who has brought good faith allegations of sexual harassment to the attention of Match or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Match. If a student/employee believes that the student/employee has been retaliated against in connection with any good-faith report of inappropriate conduct or harassment, the student/employee should immediately report such conduct to the Title IX Coordinator. The Title IX Coordinator and/or designee will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

In addition to the above, if you believe you have been subjected to unlawful harassment and/or retaliation you may file a complaint with either or both of the following local government agencies. Each of the agencies has a short time period for filing a claim.

United States Equal Employment Opportunity Commission
JFK Federal Building
475 Government Center
Boston, Massachusetts, 02203
800-669-4000

Massachusetts Commission Against Discrimination,
Boston office at One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108,
617-994-6000

Office of Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109
(617) 289-0111

You may also file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel.

Updated: August 2026

EXHIBIT O
AI Usage Policy for
MATCH CHARTER PUBLIC SCHOOL

The following document outlines our AI usage policy, which provides guidance on responsible AI usage for Match staff, students, contractors, and volunteers.

Vision and Guiding Principles

We believe that Match students are not just prepared to navigate artificial intelligence; they are prepared to help shape it. We will adopt AI deliberately and with care, expanding what is possible for our students and our staff while protecting what matters most. Every decision we make will be guided by our values of Equity, Freedom, Teamwork, Innovation, and Accountability, and by the question: **how will this serve our students and our mission**?

Our guiding principles are as follows:

1. **Equity First**: We will ensure all students develop appropriate AI literacy, including the ability to use, question, evaluate, and build artificial intelligence.

2. **Humans in Charge**: AI is not a substitute for human judgment or responsibility; we will ensure that humans will make key decisions and be accountable for the results.

3. **Protect What Matters Most**: We will always prioritize student and staff safety, privacy, well-being, and learning.

4. **Embrace Ubuntu and Accountability**: We will continue to iterate on our policies and seek feedback from stakeholders to ensure they are aligned with the needs of our community.

Approved Tools

The Match AI Working Group will maintain this list of approved and prohibited AI platforms and tools for use by staff and students.

For an AI tool to be used, it must…

- Conform with all state and federal laws governing data privacy and safety;
- Align with Match's core values, guiding principles, and beliefs about teaching and learning; and
- Be accessible for all users (in compliance with IDEA, Section 504, and the ADA).

The AI Working Group will also name the appropriate age ranges for each tool, and whether or not parental permission is required. Students cannot use an AI tool if they are below the minimum age.

If a staff member would like to request to have a tool or platform approved, they should reach out to applicationhelp@matchschool.org.

Data Sharing and Privacy

Sharing sensitive student or staff information with AI tools may violate FERPA, COPPA, and other state and federal laws; it is therefore **expressly prohibited**. Protected data includes (but is not limited to):

- Names
- Addresses
- Phone numbers/emails
- Social security numbers
- State ID numbers
- Disciplinary records
- Attendance records
- Special education records
- Academic Records
- Photographs

Acceptable and Prohibited Uses of AI for Staff

The following table summarizes the prohibited and approved uses of AI by staff, contractors, and other partners.

Note: the guidance for data sharing and privacy from the previous section applies to all potential uses.

🛑 **Prohibited Uses**	**Making decisions about student placement, course eligibility, or discipline.** These decisions should only be made by humans. **Determining student grades**. While AI may help teachers analyze student work in some cases, it should never be allowed to determine a student's grade. **Providing mental health or medical support.** Only trained healthcare and mental health professionals should provide guidance in these areas. **Creating IEP or 504 documents.** Special educators are responsible for creating these documents*
⚠️ **Proceed with Caution**	**Analyzing data**. While AI may be helpful in identifying patterns, humans should still confirm these patterns and perform their own analyses of student data. **Stakeholder communication.** AI tools may provide a helpful starting place, but humans are ultimately responsible for the content of their communication. **Translating documents.** Some sensitive documents are required to be translated by a human; any high-stakes communication should be double-checked by a human as well. **Modifying or accommodating work**. Teachers should be cautious, as AI tools may lower the rigor or change the purpose of a task. **Providing feedback**. Staff and students may find AI useful in providing feedback on work products. However, overreliance on AI for student-facing feedback may interfere with teachers deeply knowing their students' work.

☑ **Approved Uses**	**Generating ideas**. AI tools can be useful tools for developing ideas for creating or adapting lessons. **Simplifying and organizing complex tasks.** AI tools are useful in summarizing and organizing non-sensitive information and streamlining complex tasks.

If staff wish to allow their students to use AI for an assignment, they must…

- **Explicitly state** that AI usage is allowed for the assignment;
- Describe **how students may use AI** for the assignment (brainstorming, proofreading, etc.); and
- Provide clear expectations for how students should **cite their usage of AI.**

Acceptable and Prohibited Uses of AI for Students

Students may **only use AI platforms for an assignment if given express written permission from a teacher**. If so, they can only access and appropriately use AI platforms approved by their teacher and Match.

In assignments where AI is allowed:

- Students may not submit any work created by an AI platform as their own. Students who do so are subject to their school's plagiarism policy.
- Students must cite their usage of AI when submitting work (teachers will decide which format these citations will take).
- Students are responsible for their own work; therefore, they are responsible for verifying content generated by AI platforms.
- Students should not share sensitive information about themselves or others with any AI platform.

Students may **never** use AI to create false, misleading, or harmful content (e.g., deepfakes).

Responsibility & Accountability

All users of AI are accountable for the work it produces. Therefore, it is important that staff, students, and other stakeholders **always** review the outputs of AI for bias and inaccuracies.

If a staff member becomes aware of a breach in our AI policy by another staff member, they should report it immediately to their direct supervisor or a member of the HR team. This includes, but is not limited to:

- Inappropriate sharing of sensitive data
- Use of prohibited AI tools
- AI-generated work creating safety or privacy concerns
- Any AI usage that conflicts with this policy.

If the AI usage policy is broken by students, school leadership should review the situation and assign appropriate and logical consequences, if needed, in alignment with existing academic integrity policies.

***Important note**: AI detection tools are sometimes inaccurate and should not be the sole evidence in determining whether or not a student used AI in an assignment. Instead, staff should use their own knowledge of a student's past work, the student's writing style, and the revision history of the document in their investigation.*

Notes

The AI Working Group will continue to update the AI Usage Policy as needed, based on feedback from students, staff, and families. Please reach out to Jay Galbraith (jay.galbraith@matchschool.org) with any questions.

Resources from the NYC Department of Education, Boston Public Schools, and DESE were used in the development of this policy.

Updated: August 2026