



2024-2025 Roger Clap Student & Family Policies

The Roger Clap School Site Council & Roger Clap staff have updated school wide policies to ensure that our community collaborates to support the safety of all. All policies are in line with the Boston Public Schools.

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Birthday Policy

Celebrating birthdays with classmates is something many students and staff enjoy. To create a joyful and healthy classroom community, which prioritizes time spent teaching and learning, our school implements the following policies for classroom birthday celebrations:

- To make sure that every student is celebrated, all student birthdays for the month will be celebrated on the same day. The last Friday of each month will be the Birthday Celebration Day. Students will be honored at the Town Hall.
- On the specific day of the learner's birthday, classrooms will honor the student during morning meetings and/or closing circle. Please *do not bring* in special treats for the specific day.
- On the monthly schoolwide Birthday Celebration Day (typically last Friday of the month): Special treats, activities, and/or special read alouds are enjoyed and can be provided by the family. If a family or member brings in a healthy food, a list of ingredients must be received due to allergies and food safety.



Cell Phones & Electronics

The use of cell phones for any purpose including telephone calls, text messaging and other functions (including smart watches) is not permitted at any time on school grounds unless authorized by the school leader for educational purposes. Students can not text/call their family on their personal device during the school day and may not check their phones to receive calls or texts. *Students must wait until they are on the school bus to use their cell phone.* Families may call the school at anytime to ensure a message is communicated to their child.

At school, students are expected to:

- ensure their cell phone is not visible during the school day and turned off
- give their technology to a member of the teaching team to hold, and/or
- follow the classroom rules regarding technology



Grade 5 & 6 only: Students in grades 5 & 6 will be required to use Yondr pouches (see below). Students will store their device in the pouch and it will be unlocked at dismissal.

Consequences for Violating the Cell Phone Policy may include:

- Cell phone is confiscated and returned at the end of the day
- Student is required to drop off their phone at the main office daily
- In-person family meeting
- Family is required to pick up the cell phone
- Repeated violations of this policy may be subject to additional disciplinary action



POUCH

As you enter the phone free space, your phone is placed in a Yondr pouch by our staff.



SECURE

The pouch is closed and secured. It is handed back to you. You'll keep it throughout the event.



EXIT

When leaving the space, you'll tap the pouch on an unlocking base to release your phone.

Food, Drinks & Snacks

Students are provided with breakfast, lunch, and weekly snacks (as part of the Fresh Fruit & Vegetable Program). There is no requirement to send in any food to school with your learner.

Donations & Sharing: Families are able to donate healthy snacks for classrooms to use during snack time. Unless a whole class donation is shared, students may not **SHARE** individual snacks. This is to ensure the safety and health of all.



All food must be consumed during the designated breakfast, lunch and snack times. In alignment with the BPS Food & Nutrition Policy, the Clap promotes the consumption of fruits and vegetables, whole grains, healthy fats, low-fat dairy products, and water and other messages consistent with research-based findings that indicate a positive impact on health.

Food consumed may include:

- Water
- Fruits & Vegetables
- Crackers, Rice Cakes, Popcorn
- Granola and Cereal Bars
- Cheese & Yogurt

It is recommended that the following items are not consumed at school.

- Soda & Energy Drinks
- Highly sugary drinks such as Coolatas, Refreshers or Slushies
- Coffee, Caffeinated, & Hot Beverages (i.e. Hot Chocolate)
- Candy, Cakes, Cookies & Doughnuts
- Fast Food
- Tree nuts, nuts, or any nut related foods (we are a Nut-Free School)



Food delivered to school by *delivery services* (i.e. UberEats) during the school day is not permitted.

Dismissal Changes & Protocols



Early Pick Ups: Any students picked up before 4pm must have a doctor's note so the early dismissal is marked as excused. Excessive early dismissals can lead to an attendance meeting with school staff. When students leave before 4pm (even sporadically), they miss *significant academic* instructional time (30 minute pick ups throughout the year can be equivalent to missing between 8 and 16 full days of school!). Early pick ups can contribute to an unsafe dismissal for others. Students must *remain in their classroom* until the family arrives for an early pick up. They can not be waiting in the office.

Dismissal Changes: To have a safe dismissal, please notify the office (not your child's teacher) by 3:00pm if there is change in the dismissal plan (taking the bus, not taking the bus, picked up by someone else). Teachers are doing the important work of teaching. If teachers receive texts and/or calls from families during the school day about urgent information such as pick up/drop off information, it can greatly impact the safety of our dismissal time. Last minute changes can lead to students not receiving updated information.

Call the Office



Student Walkers: If students are expected to walk home, there must be a written note on file giving the school permission to allow the student to walk home at dismissal.

Pick Up Changes: If someone is picking up the student other than the name listed on the Emergency Form, the family must call the office ahead of time so the *new contact can be added*.

Attendance Policy

Students are expected to be in school each day from arrival at 9:20am to dismissal that begins at 4:00pm.



BPS & Massachusetts attendance policy states that students are expected to miss no more than 10 days per year in order to be on track for meeting grade level academic expectations. These 10 absences (excused and unexcused) may include: medical appointments, sick days, and family emergencies.

Over 30% of Clap Students are absent for more than 40 school days. When students are not at school - they lose out on their learning, the class misses a critical member of their community, and teachers have to dedicate additional time to address unfinished learning.



In order to meet the 94% yearly attendance rate please adhere to our policy by:

- Scheduling vacations and family trips during the school breaks
- Making appointments in the morning or later afternoon. *Students can come to school after an appointment or be picked up early.* Some school is better than no school!
- Contact the Family Liaison and/or Social Worker in order to problem solve if getting to/from school is a challenge (solutions may include: before/afterschool options, BPS transportation, donations of sleeping materials, etc.)

Given that some absences are expected, the following is a list of excused absences (when a letter is needed):

- Medical need that prevents the student from attending school (verified by a healthcare provider, school nurse, or parent)
- Death in the immediate family
- Court appearances
- Medical or Psychological tests/appointments
- Religious Holidays



Daily Phone Call: The Roger Clap School will contact families daily if a learner is not present. To avoid this phone call, please contact the school before 10am (via TalkingPoints, Text, Phone Call, or Email) to inform the school of an absence (or tardy) and the rationale. This procedure is provided to ensure that schools can partner with families to problem solve and address challenges that prevent their learner from being in school. If an anticipated absence is known (i.e. religious holiday), consider reaching out to the school beforehand.

Making Up Work: Families will receive the option of making up missed work due to an absence. This can be provided to the child before the absence, picked up/dropped off if the student is expected to be out for multiple days, or completed after their return. This can be a critical way to ensure absences do not impact academic progress.

In order to prevent students acquiring more than 10 absences the following steps are followed to address attendance challenges (absences & tardies) each term:

- 1st & 2nd Absence: Phone Call check in.
- 3rd Absence: Attendance Problem Solving conversation & goal setting with the Roger Clap Staff
- 4th Absence: Referral & In-Person Meeting with the Clap Student Support Team
- 5th or More Absences: Collaboration with the BPS Supervisor of Attendance and possible filing to the Suffolk County Juvenile Truancy Court.



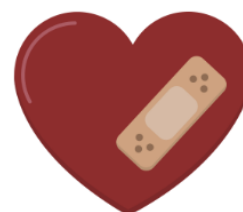
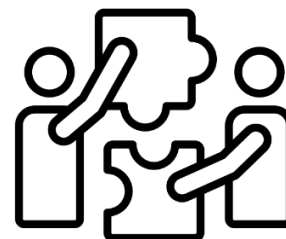
Social & Emotional Development, Conflict & Problem Solving

While each member works hard to display PACK (perseverance, advocacy, collaboration and kindness) each day, there are times when conflict arises. Restorative Justice (RJ) is a value-based approach to conflict and harm that is a developing practice at the Clap. These values are often identified as inclusion, democracy, responsibility, respect, safety, and healing.

The practices of RJ are implemented through:

- PACK Values, Community Agreements & Town Halls: Classrooms build shared understanding of the PACK Values, co-create classroom agreements, and celebrate growth at monthly Town Halls.
- Morning Meeting, Explicit Social Skills Teaching, & Closing Circle: Daily students have explicit opportunities to learn, practice, and reflect on social-emotional skills like self-management, self-awareness, social awareness, relationship skills, and responsible-decision making. The Zones of Regulation is a researched-based curriculum for students to build skills and language for communication, problem solving, and emotional understanding.
- Weekly Community Circles: Teams spend time each week in circles with their students to practice what it means to listen to each other, and to share about who we each are to build connections and a sense of belonging.
- Restorative Conversations: When a conflict occurs, our first step is to attempt to mediate the conflict in a restorative way. Our goal is always to repair the harm that was done and work to ensure that those involved in the conflict are able to safely return to being in community together again. Conversations involve giving all involved in a conflict the opportunity to reflect individually, and share that reflection with others involved. This allows the initiator of a conflict to better see and understand the impact of their actions on those they are in community with. It involves letting those involved in a conflict identify consequences that would best repair the harm done.
 - Students engage in the following questions:
 - What happened?
 - What were you thinking/feeling when this happened?
 - [When thinking about what you did...] Was it helpful or hurtful? Who did it help/hurt?
 - What do you think you need to do to make it right?
- Resolutions: Through the restorative conversations process students have developed ways to make things right including writing apology notes, spending time with a different grade level at recess or lunch, rebuilding the object that was broken, taping a book with a torn page, playing a game using safe and kind words, helping in a younger classroom, returning items taken, and working with the custodian to pick up materials.
- Healing/Harm Circles: Using the practices of weekly circles, adults facilitate a more focused circle related to a specific incident. Community members have opportunities to describe the event, their feelings, and what is needed for the community to address the hurt experienced.
- Consequences: Restorative Justice practices does not mean actions don't have consequences. Conversations are often the first step to deciding consequences that would repair harm done to the community. Conversations are not the final step for all conflicts. Depending on the conflict and if it is also a violation of the BPS Code of Conduct, students may participate in mediation and also have additional consequences for their actions. This can include:
 - Meeting with individual families
 - Completing a research project to better understand the harm experiences
 - Development of a Behavior Support Plan or Safety Plan

Zones of Regulation



- Referral to Succeed Boston
- Disciplinary Hearing (required for all in school and out of school suspensions)
- BPS Bullying or Equity Investigation

Ultimately the Clap works to build a culture and climate where all members support the safety and learning of all, students build their capacity to problem solve safely and kindly, and when harm and hurt happen students know how to take responsibility and develop ways to restore the relationship and community.

Logical Consequences

Logical consequences, a key practice in the *Responsive Classroom* approach, are used by Roger Clap staff to help children recognize effects of their actions and develop internal controls. We believe that children want to do better and can do better with reflection and practice. This practice allows staff to set clear limits for students to fix and learn from their mistakes while maintaining their dignity. When students exhibit behavior that violates our school rules, staff utilize multiple strategies in order to get the student back on track to positive behavior in class. This can include verbal reminders, quick conversations, phone calls to a family, and/or time away from the classroom (i.e. a meeting with the school principal or other staff). Depending on the student and the situation, staff might combine a logical consequence with other strategies.

- *You break it, you fix it* (i.e. a student rushes to be first in line to grab a white board causing all the other whiteboards to fall to the ground → consequence: pick up the white boards and move to the back of the line)
- *Loss of Privilege* (i.e. a student continues to talk off topic during a math game → consequence: no longer able to work with a partner during the math game)
- *Positive Time-Out* (i.e. a student is consistently interrupting during a call discussion → consequence: student directed to sit in the "calm corner" for a brief time to regain self-control before rejoining the group)

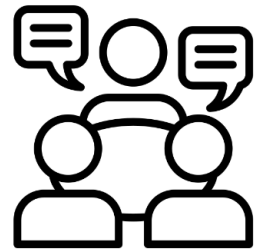


Additional adults, including the Social Worker, Instructional Coach, Family Liaison, and Principal may also respond to situations when needed.

BPS Code of Conduct

As a Boston Public School, all members are expected to follow all aspects of the BPS Code of Conduct in school, on school sponsored activities, and on their way to and from school (including the school bus, bus stop, and walking).

- A student may lose specific school privileges by violating the BPS Code of Conduct.
- Denial of Transportation: If a student endangers their own safety or the safety of others while on a school bus or public transit, the principal may deny school-provided transportation to the student.
- Succeed Boston: A BPS program that serves students who have violated the most serious BPS Code of Conduct infractions. While progressive measures are always recommended, repeated serious violations of the Code result in referral to Succeed Boston which can include day-long and multi-day workshops.
- Progressive Discipline: According to the BPS Code of Conduct, progressive discipline and consequences aim to address the causes of misbehavior, resolve conflicts, meet students' needs, and keep students in school. Progressive discipline and consequences can include: alternative lunch and/or recess, time problem-solving away from impacted peers, loss of technology/material, behavior contracts, family meetings, etc.
- Suspensions: According the BPS Code of Conduct a student *may be* suspended for specific serious offenses including: endangering the physical safety or mental/emotional health of another by use of threats of force communicated by any means, including by technology (including hazing, graffiti, bullying, and cyberbullying); violating the civil rights of others, sexually harassing another person, using racial or ethnic slurs or obscene language, breaking the rules for acceptable use of email and the Internet, and/or disrupting school or classroom activity, including unauthorized use of cell phones.



To view the BPS Code of Conduct go to: <https://shorturl.at/5hC5j>

Key Boston Public School Policies for the Safety & Wellbeing of Our Community

Bullying, Bias-Based Behaviors, & Sexual Misconduct are violations of the BPS Code of Conduct.



Bullying:

is the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, advisor to an extracurricular activity, or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property
- places the target in reasonable fear of harm to themselves or of damage to their property
- creates a hostile environment at school for the target
- infringes on the rights of the target at school
- materially and substantially disrupts the education process or the orderly operation of a school.

Note: Cyber-bullying is bullying through the use of technology or any electronic means. This includes both the creation of a social media post, web page, blog, or profile in which the creator impersonates another person or the distribution or posting of information online if these acts create any of the conditions listed above.



Reporting Allegations of Bullying: You may report allegations to any BPS Staff or centrally to BPS at 617-592-2378 (staffed 24/7 by trained counselors). The Roger Clap Social Worker, along with the Principal, is responsible for completing the Bullying Investigation and informing families of the outcome of the investigation.



Bias-based behavior:

is when someone treats a student or staff member differently or makes an offensive comment because of their membership in a protected group, such as their race, ethnicity, gender, sexual orientation, religion, or disability.

Examples of bias-based behaviors:

- Using a slur or insult towards a student or their family based on their membership in a protected group;
- Telling rude jokes that mock a protected group in person or through any electronic device;
- Not allowing students to participate in an activity because of their membership in a protected group;
- Disciplining a student more often or more harshly because of their membership in a protected group;
- Posting pictures of a student that make fun of them for being part of a protected group;
- Imitating someone with any kind of disability, or imitating someone's cultural norm or language.



Reporting Allegations of Bias-Based Behavior: Contact the Office of Equity for assistance at 617-635-9650 or via email at bpsequity@bostonpublicschools.org.



Sexual misconduct:

includes sexually inappropriate comments and/or behaviors of any kind, such as unwelcome conduct of a sexual nature toward a student by another student, or by a staff member, volunteer, or other adult. Behavior that occurs outside of school may still constitute sexual misconduct and a violation of district policy if that behavior disrupts a student's ability to learn. Sexual misconduct may include any sexual comment, image, video, or activity. The conduct is more serious if it is unwelcome, coerced, or forced, or if the student is too young to consent or has a disability that may be a barrier to the ability to consent. Sexual misconduct may even be a crime.



Reporting Allegation of Sexual Misconduct: A student, parent, staff member, or other third party who believes that a student has been subjected to inappropriate sexual conduct may report the incident to the principal or the Office of Equity. School employees are mandatory reporters of possible sexual misconduct toward students. In the Boston Public Schools, reports are made to the Office of Equity (at 617-635-9650 or bpsequity@bostonpublicschools.org).