

Mary Lyon Upper Campus

Dare to Believe!

Participation
Respect
Inclusion
Determination
Empathy



Student and Family Handbook 2022-2023



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TABLE OF CONTENTS

A Message from Dr. Anoh.....

INTRODUCTION.....

I. GUIDING PRINCIPLES.....

 Mission and Vision.....

 Core values.....

 General Expectations.....

II. ORGANIZATIONAL STRUCTURE.....

A Message from Dr. Anoh

Dear Mary Lyon Community,


Welcome the 2022 – 2023 school year. As we reconvene for a new academic year, I am excited to start another journey with you. I would like to take this opportunity to welcome you back and extend our warm “Akwaba”¹ to those joining the Mary Lyon community for the first time.

After two challenging years due to a global pandemic where learning was disrupted, we resumed in-person learning full-time last year. As social animals, we know that we learn best when we are physically together. Although COVID-19 remains part of our reality, I am excited to return for the second year of “normalcy.” We will work together to provide a safe and supportive environment for all.

At Mary Lyon, we are guided by the belief that *all* students can do well and reach their learning potential if we engage them around matters of public value and practices they can relate to. To achieve this, it is paramount that we all have a shared understanding of our vision, mission, and core values.

Together, we will learn from our mistakes and strengthen our successes. Please review this handbook as a family. It outlines what we stand for and the process to be successful and enumerates school-based management principles necessary to hold all accountable. As goes an African proverb, “*The strength of the hand resides in its ability to form a fist.*” Together, we will always be strong!

In partnership,



Hervé Anoh, Ph.D.
Chief Educational Officer

¹ Awaba: Welcome in N’Zima, a language from the Ivory Coast



Introduction

The Mary Lyon Upper Campus (MLUC) has been operating since the Boston Public School Committee approved the creation of the Mary Lyon Pilot High School on Wednesday, November 19, 2008. This created an expansion of the Mary Lyon K - 8 to the Mary Lyon K – 12 Continuum with two campuses: the Mary Lyon Lower Campus at 50 Beechcroft St and the Mary Lyon Upper Campus at 95 Beechcroft.

The program is designed as a double-strand, fully inclusive model that accommodates 14 general education students and six high-needs students with disabilities in each classroom. To better serve the students, our teachers are dually licensed in their content areas and special education. This enables them to make an efficient diagnosis of the learning process with a clear understanding of the content standard, the performance standard, and the opportunity for learning standards. Therefore, they can customize their practice to meet all students' academic, social, and emotional needs.

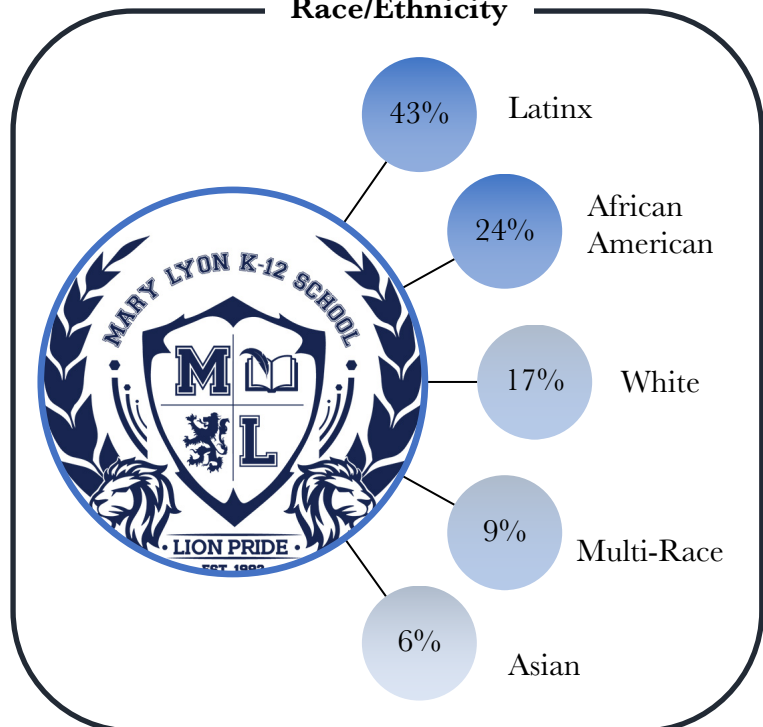
School Size by Grade (August 2022)

Grade 7: 20	Grade 8: 31
Grade 9: 38	Grade 10: 30
Grade 11: 38	Grade 12: 31
Total: 188	

Additional Information

Male: 60%
Female: 40%
Students with Disabilities: 38%
English Language Learners: 13%

Race/Ethnicity



I. GUIDING PRINCIPLES

1.1. Vision

As a fully inclusive environment, the Mary Lyon Upper Campus strives to support college, career, and life readiness by fostering the academic, social, and emotional development of every individual.

We believe that at the MLUC, the role of the faculty is two-fold. It is our responsibility to teach not only the explicit curriculum (English Language Arts, Math, etc.) but also a “hidden” curriculum (coping skills required to function as a successful member of the community.) To achieve this, we are guided by the following principles:



Each child is an individual in development: We recognize that students are in continuing development. Hence, as teachers, we endeavor to build in each child a sense of confidence in their abilities to learn solutions and solve problems. We are mindful that what works with one student may not work with another. We, therefore, provide individualized or specialized instruction to meet the needs of each of our students.



A Positive System: We believe students will do better and achieve the desired goal if a positive approach is used consistently. Therefore, we base our behavioral change principle on management techniques that promote pro-social behaviors.



Family Involvement: At the Mary Lyon Upper Campus, we believe that schools do not function in a vacuum. A strong partnership with parents is essential to achieve a collective goal: a rigorous and quality educational setting for students.



1.2. Mission

The instructional practice at the Mary Lyon Upper Campus is to educate each student as a unique individual ready to meet the challenges of an increasingly diverse and global community. Staff, students, and families collaborate to create the conditions necessary for students to achieve academic, social, and emotional growth. To this end, our students learn strategies to solve problems individually and as members of communities.

The MLUC seeks to create a community of learners based on collaboration amongst students, staff, and families. As an inclusive environment, we recognize each student's strengths and areas for improvement and strive for effective effort from all participants. We endeavor to continuously evaluate and improve instruction as a community of learners. We encourage students, staff, and families to be proactive in each child's education based on the belief that learning extends beyond the classroom.

1.3. Core Values

The Mary Lyon School Community believes that all our students will hold jobs in the 21st Century, requiring them to work on teams to find solutions to common problems. Our students will therefore learn strategies to support their growing capacity to solve problems both individually and as a member of a team.

To achieve this, the MLUC promotes a strong sense of a learning community by emphasizing and fostering the notion of **PRIDE** (**P**articipation, **R**espect, **I**nclusion, **D**etermination, and **E**mpathy) as our core values.



Participation: As a community of learners, we are committed to fostering a safe environment based on the strength of social justice, intellectual diversity, and moral responsibility. We endeavor to put forth our best effort in all our actions. We believe there is no disgrace in not knowing something or even making mistakes; rather, the disgrace is not trying to learn! We are therefore committed to establishing collaborative dialogue and reflective practice amongst *all* participants in our school.



Respect: We value respect for all individuals and our community environment, embracing our diversity of backgrounds and perspectives. Thus, we teach students the skills to express knowledge, information, ideas, feelings, interpretations, questions, and reasoning to create mutual understanding.



I **Inclusion:** We hold that each person is an individual in development. Thus, we endeavor to create or change conditions to meet the specific needs of each individual while valuing their contribution to our learning community. Additionally, we teach students the skills to work individually and collectively to create a positive setting and achieve common goals.

At the MLUC, all students are viewed as children in development. Therefore, we strive to create conditions that would enable them to maximize their learning potentials

Core Guiding Principle

D **Determination:** We value the firmness of purpose required for individuals to persevere and achieve their goals. Thus, we promote discipline by cultivating a sense of academic and social ethics in our students, including direction instruction on self-awareness, self-motivation, self-control, self-advocacy, and adaptability as reflective learners.

E **Empathy:** We empower students to act in anticipation of future obstacles, needs, or changes. To achieve this, we promote a commitment to collaboration and an understanding of another person's perspective

In all our actions, we are mindful of the core values, and two essential questions guide our staff members and students:

- *How does my action help achieve a sense of PRIDE?*
- *What learning issue is my action trying to solve?*

1.4. General Expectations

Students at the Mary Lyon Upper Campus are individuals undertaking rigorous educational practices enabling them to develop skills and attributes to be competent in both the explicit and the hidden curricula. These students are therefore able to demonstrate the necessary competencies to successfully make the transition to post-secondary endeavors.

Students at the Mary School are expected to uphold the “Mary Lyon Way.” These expectations are centered around three pillars: Academic, Social, and Community Engagement.

Academic expectations

Through a rigorous curriculum, students at the Mary Lyon Upper Campus will:

- Communicate effectively by making arguments based on evidence.
- Solve complex problems using appropriate problem-solving methods and higher-order thinking skills.
- Engage in a growth mindset by accepting personal responsibility to productively struggle.



- Work with others and individually to solve problems.
- Think critically and creatively.

Social expectations

Students at the Mary Lyon Upper Campus will:

- Respect individual differences and the rights of others.
- Follow the rules of school and community.
- Commit to exercising life skills that promote personal growth.
- Work with others toward a common goal.
- Accept personal responsibility.
- Resolve conflicts without violence

Expectations for Community Engagement

To maximize the learning potential of students at the Mary Lyon School, faculty, staff, and the community at large will:

- Create conditions that promote pro-social behaviors and academic success.
- Provide a safe, productive, and supportive learning environment.
- Develop practices to eliminate opportunity gaps.

II. ORGANIZATIONAL STRUCTURE

2.1. School Organization

The Mary Lyon Upper Campus (7-12) organizational structure is a subset of the Mary Lyon K-12 continuum (led by Dr. Hervé Anoh, Chief Educational Officer). The daily operation of the campus is conducted by Ms. Annmarie Boudreau, Associate Head of School, in collaboration with Ms. Jennifer Lambertz, Director of Teaching and Learning, and Ms. Amina El-Mansouri, Director of Student Services.

The school-based leadership team is assisted in its decision-making by the Governing Board/School Site Council

Governing Board/School Site Council: The Mary Lyon School is committed to implementing school-based management/shared decision-making practices for its campuses. This school-based management operates as a single decision-making team. Their role is to work together to find good solutions to educational problems confronting the school. Members are chosen from various groups to ensure that decisions reflect the expertise and input of important affected groups. Therefore, policy decisions at the Mary Lyon School are made within a two-tiered structure. The first tier is the School Leadership Team, which will serve as the ongoing, day-to-day decision-making body for the school community. The second tier of the governance structure is the Governing Board/SSC, which serves to guide and advise the school leadership on the school's



annual operating budget, personnel selection, and policy decisions that would impact the school's overall mission and vision.

- **Tier 1 Decision-Making:** Policy decisions around curriculum, instruction, student assessment, professional development, student support services, overall strategic planning, and the allocation of school resources will be made by the MLUC leadership team.
- **Tier 2 Decision-Making:** The Governing Board/SCC comprises members from three spheres of influence: the faculty & staff, parents & students, and the community. It is responsible for approving the school's annual operating budget, advising the School Leadership Team around policy issues, and establishing a Personnel Sub-Committee whose responsibility is to nominate new staff for the school.

The Governing Board/SSC meets the first Thursday of every month starting in October. For the academic year 2022-2023, meeting dates are as follows:

- | | | |
|--------------------|--------------------|-----------------|
| • October 6, 2022 | • January 5, 2023 | • April 6, 2023 |
| • November 3, 2022 | • February 2, 2023 | • May 4, 2023 |
| • December 1, 2022 | • March 2, 2023 | • June 1, 2023 |

In the organizational structure of the school, parents play a vital role. In addition to the Governing Board/SSC, families have the opportunity and are greatly encouraged to be involved in the life of the school through various structures

2.2. Family Involvement

“It takes a village to raise a child,” says the old African proverb. We believe that learning does not function in a vacuum. A strong partnership with parents is essential to achieve a collective goal: a rigorous and quality educational community for students. Parental involvement with school activities reinforces the importance and effectiveness of the educational experience for students. Parental involvement in the MLUC community includes but is not limited to the following:

2.2.1. Parent council

Unlike the Governing Board and School Site Council, the School Parent Council (SPC) is dedicated to bringing all parents in the school community together to support the school and advocate for quality education. To this end, the SPC works closely with the Governing Board and the School Site Council to review the school's budget, recommend programs, sponsor events, solve problems, and raise funds for special school activities.

2.2.2. Friends of the Mary Lyon

The “Friends” is the fundraising entity for the Mary Lyon K-12. Funds raised through Friends allow students to participate in various academic and social activities throughout the year.



Examples of the fundraising activities coordinated with the Friends are Election Day bake sales and raffles, Annual Golf Tournament, Spring Gala, and Family Fun Night.

2.2.3. Family-teacher conferences

Family-teacher conferences are held once per term/trimester. Teachers will e-mail or call families to schedule a mutually agreeable time to meet and discuss their student's progress. It is vital for MLUC to partner with families in their student's education, and regular face-to-face meetings are an excellent way to foster productive communication.

2.2.4. Chaperoning field trips and social events

If a family member or parent is interested in helping to support the school community in this way, they are encouraged to contact the Director of Student Services at (617) 635-8351.

III. STUDENT LIFE AND SUPPORT SYSTEMS

3.1. Daily/Weekly Schedule

The class day at the MLUC runs from 8:30 a.m. to 3:30 p.m. Students are expected to be in their first-period homeroom by 8:30, although the school's doors open at 8:10 a.m. to provide students extra time to settle in and eat breakfast. Although the class day ends at 3:30 p.m., students may stay until 5:00 p.m. for academic tasks or club meetings, providing they are with a staff member.

The daily/weekly bell schedule is as follows:

	Monday	Tuesday	Wednesday		Thursday	Friday
HOMEROOM 8:30 - 8:35			A Week	B Week		
Period 1 8:35 - 9:33	A	D	A	D	A	D
Period 2 9:36 - 10:34	B	E	B	E	B	E
Period 3 10:37 - 11:35	C	F	C	F	C	F
LUNCH 1 /Advisory 11:38 - 12:00	Lunch 1: 7-9 Advisory 10-12		Lunch all		Lunch 1: 7-9 Advisory 10-12	
LUNCH 2 /Advisory 12:03 - 12:25	Advisory: 7-9 Lunch 2:10-12				Advisory: 7-9 Lunch 2:10-12	
Period 4 12:28 - 1:26	D	A			D	A
Period 5 1:29 - 2:27	E	B			E	B
Period 6 2:30 - 3:28	F	C			F	C



3.2. Student Drop-Off and Dismissal

Families transporting their students to and from school should drop them off at the main entrance before first-period homeroom. Students will then wait in the cafeteria until class starts. If students arrive after 8:30, they must sign in at the front desk in the main lobby or the Main Office. Notes or calls from parents may excuse a student from being tardy. They should be directed to the school administrative assistant at (617) 635-8351. If a student needs to be picked up before the end of the school day, parents must call/write a note so that the child may be marked excused.

Attendance at all periods of the school day is mandatory for all students. Students are not dismissed from school until 3:30 pm on Mondays, Tuesdays, Thursdays, and Fridays and until noon on Wednesdays. Eligible students may be dismissed early to participate in sports, co/extra-curricular activities, or internships with pre-approval only.

3.3. Attendance Policy

The MLUC is committed to providing a high-quality education to all its students. To this end, regular and consistent attendance is paramount to accessing the curriculum effectively and meaningfully. Please note that any absence due to illness must be documented by a doctor's note to be considered excused. Also, note that travel and vacation plans absences are **not** excused.

Our vision is for students to access the learning and support we offer, reflected by a 95% or higher average daily attendance. Our procedures regarding attendance are as follows:

- Classroom staff takes attendance at the start of the class period.
- When a student misses more than one class a week, the teaching staff will call home to inquire and troubleshoot where needed to get the student back in class the following week.
- When a student misses more than three classes in a term.
 - The student is referred to the attendance team, student advisor, and counselor (if applicable)
 - Letters will be sent home alerting families about the absences
 - An intervention plan may be created to follow the student's attendance and work with the student and family to provide the support needed to improve student attendance.
- Chronic Absenteeism
 - Students who are on track to miss 10% or more of the learning days in a school year are considered chronically absent.
 - In the case of chronic absenteeism, the school may request student and parent meetings to develop an attendance contract, student and parent meetings to discuss placement, home visits, and notifying the court when necessary.
 - When a student is chronically absent for an extended period and there is no communication from the student or family, discharging the student from the school roster is also an option.



- Chronic Tardiness
 - Chronic tardiness may result in a meeting with students and families to develop solutions together.
- Class Engagement
 - To access their learning, both academically and socially/emotionally, students must engage during class time with their peers, teachers, and the material. Engagement includes, but is not limited to, working with peers, participating in a discussion, completing independent work, asking questions about what they are learning, responding to feedback, writing, sharing their thinking, etc.
 - Students not participating or engaging in classes and classwork will negatively impact their grades.

3.4. Notice of Cancellations

Major radio or television stations will announce cancellations in inclement weather due to snowstorms. Boston Public Schools (BPS) also sends out an auto-call to parent phone numbers on file. Sometimes, the decision to cancel school due to weather is made a day before the inclement event. Information about school cancellation can also be accessed by calling the BPS central office at (617) 635-9000 or by logging onto the BPS website: <http://www.bostonpublicschools.org>.

3.5. Mary Lyon Upper Social Event Policy

Over the course of the year, the MLUC will occasionally host social events after school. While these events aim to give the students additional opportunities to have fun and socialize, safety is still our number one priority. The following guidelines have been put into place to ensure student safety. Failure to comply will result in the student and guest being asked to leave the event and school property immediately. Students must remember that attending these events is a privilege, not a right.

The guidelines are as follows:

- Students must be in school on the day of the scheduled event to attend.
- Students must be in good behavioral standing to participate in the event.
- Guests are welcome at specified events ONLY. All guests will require prior approval. Students must provide the following information about their guest: name, age (guest must be 21 years or younger), school currently enrolled in, phone number of school, parent/guardian name, home address, and home phone number. Guests will need a photo ID to enter an event. Guests must be accompanied to the event by a Mary Lyon student.
- Re-entry to an event is prohibited. If a student/guest leaves an event early, they will not be permitted back into the event.
- Students/guests must arrive within the first hour of an event. Students/guests who come after the first hour of an event will not be allowed in.
- All property of students/guests, i.e., jackets, and bags, may be subjected to search.
- All students/guests are expected to behave by the Mary Lyon and BPS Code(s) of Conduct.



Some events may be strictly for Mary Lyon students, so guests will not be permitted. Students will be informed whether they are allowed to invite a guest to an event. If a student brings a guest, they need to understand that they are responsible for their guest's actions. If a student and their guest fail to abide by the above guidelines, the student may lose the privilege to bring a guest or attend future events. The success and safety of these events rely on the cooperation of the Mary Lyon staff, students, and families. Please discuss these guidelines thoroughly with your child. If you have any questions, contact the school at (617) 635-8351.

3.6. Co-Curricular Activities

Co-curricular activities are essential to a student's middle and high school program. They are designed to broaden the student's educational, social, and athletic experience and are crucial to personal and school pride. Sometimes, the MLUC cooperates with other schools to give students various activity choices.

3.6.1. Eligibility & participation

To be eligible to participate in any co-curricular activity, including sports, students must have earned at least a 2.0 GPA during their last academic term. Students whose GPA is below 2.0 will be excluded from co-curricular activities until their grades improve.

In addition, students must be in good standing with the school to participate in co-curricular activities, including sports, student government, and clubs. Students who repeatedly arrive late to school or leave classes early, accrue unexcused absences, owe numerous assignments, or disrupt the learning environment through inappropriate or disrespectful behavior will not be excused from school to participate in practices, games, meets, meetings, or matches with their team or club. The MLUC works closely with the coaching staff, and decisions about student-athletes ability to participate are made jointly by the school administration, teachers, and coaches.

3.6.2. Athletics

Due to the small number of students enrolled and their diverse athletic interests, the MLUC runs cooperative teams with various local high schools. The following sports are available to ML students:

- Fall Season: Cheerleading, Cross Country/Track, Football, Soccer, Volleyball
- Winter Season: Basketball, Cheerleading, Ice Hockey
- Spring Season: Baseball, Softball, Track

The school will do its best to notify students of potential athletic opportunities, but students and families are also encouraged to investigate any possible sporting possibilities. If students wish to participate in a high school sport not listed above, they are encouraged to meet with a teacher to help them find an available program.



The MLUC does not provide transportation for students' athletic commitments. Typically, students take the MBTA from school to their various athletic events.

Finally, student-athletes need to understand that they are students first and athletes second. If their athletic commitments cause them to miss any instructional time or assignments, it is their responsibility to remain current with their schoolwork.

3.6.3. Student clubs

Students can participate in different clubs throughout the year (facilitated by staff members). Some of these offerings vary yearly to reflect the evolving interests of students and staff. Examples include Art club, Music club, Games club, Student Government, Dance club, etc.

Clubs may meet before or after school. Modifications to a student's transportation plan may be required and must be coordinated by the family and school. If students are interested in starting a new club, they should seek out a faculty sponsor to facilitate and supervise that club.

3.6.4. Student government

The Student Government at MLUC is an opportunity for students to be involved in the school's decision-making process. This includes generating ideas for fundraising, proposing new school-wide initiatives, attending board meetings, and acting as the student body's voice.

Students must be elected by their peers to one of the positions on the student council. Once selected, students must maintain good academic and behavioral standing to remain on the student council. Students on the student council may be impeached and removed from office by faculty if they fail to uphold the Mary Lyon Code of Conduct and/or if they fail to fulfill the responsibilities of their positions as outlined below.

- **President:** The president is responsible for facilitating student government meetings. They have the final say if a vote is inconclusive and is responsible for overseeing other students engaged in student council activities (i.e., making flyers, bake sales, etc.). The president must also attend all Governing Board meetings and the Boston Student Advisory Council (BSAC) meetings.
- **Vice President:** The vice president co-plans student council meetings, attends Governing Board meetings and can fulfill the duties of the President as needed.
- **Treasurer:** The treasurer is responsible for tracking the costs and income from fundraising activities.
- **Secretary:** The secretary is responsible for keeping notes of student council meetings and creating flyers, posters, or pamphlets that the student government will distribute.



3.6.5. *National Honor Society*

The National Honor Society (NHS) is the nation's premier organization for recognizing outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character.

- **Membership:** Selection for membership into the Mary C. Nash Chapter of the National Honor Society is decided by a Faculty Council based on outstanding scholarship, leadership, service, and character. To be eligible for membership, candidates must be a sophomore, junior, or a senior and have attended Mary Lyon for the equivalent of one semester. Candidates must have a cumulative GPA of 3.0 or higher and will also be evaluated based on service, leadership, and character. The Faculty Council will survey academically eligible students to determine interest in the membership and obtain information regarding service and leadership activities.
- **Induction Ceremony:** Students selected for membership will participate in a special induction ceremony in February, at which they will become official members of the National Honor Society.
- **NHS Responsibilities and Expectations:**
 - Maintain a 3.0 minimum GPA.
 - Uphold the Mary Lyon Code of Conduct.
 - Actively participate in a chapter service project and an individual service project.
 - Attend all NHS meetings.
 - Wear the induction navy-blue blazer completed with the Mary Lyon patch every Tuesday
- **Dismissal:** Membership is permanent unless a student's performance falls below the standards of scholarship, leadership, service, and character by which they were selected. Any student who falls below these standards will be notified in writing that they are no longer in good standing with the chapter. Students will then have one semester to get back in a good place. Failure to do so will result in dismissal from the National Honor Society. Flagrant violations of NHS standards will not be given a warning period; however, they will be given a hearing at which they may present their case. The Faculty Council will vote on the dismissal based on the information presented at the hearing. A student dismissed or resigned is never again eligible for membership in the NHS.



3.7. Support Systems for the MLUC Student

3.7.1. *Common understanding for success*

As a fully inclusive school for students with emotional and behavioral disabilities, the academic and social-emotional development of students at the MLUC is grounded in an extensive “wrap-around” support system. We believe that it is our responsibility to teach not only the explicit curriculum (English Language Arts, Math, etc.) but also a “hidden” curriculum (coping skills required to function as a successful member of the community.) To this end, we have a common understanding of strategies necessary to create a safe environment conducive to learning for all students. This common understanding for success is as follows:

- *Each Child is an Individual in Development.* We recognize that students are in continuing development. As teachers, we endeavor to build in each child a sense of confidence in their abilities to learn solutions and solve problems. We are mindful that what works with one student may not work with another. We, therefore, provide individualized or specialized instruction to meet the needs of each of our students.
- *The Three-Step Problem Solving Strategy.* When students disagree with one another, we teach them to use their minds and words to settle their differences using the three-step conflict resolution process. Students are taught to evaluate whether the student bothering them is doing so just to get attention. If that is the case, the most powerful thing they can do is ignore that student's behavior (Step 1). If that doesn't work, they are encouraged to ask the student bothering them to stop (Step 2). If the behavior persists, they must get an adult to intervene immediately (Step 3). We believe that none of our students come to us with adult coping skills. We believe that as children, they can all learn more effective ways of resolving their conflicts.
- *A Positive System.* Our behavioral change principle is based on a management technique that promotes pro-social behaviors. Students and staff learn, model, and practice social skills emphasizing respect, tolerance, and cooperation. In redirecting students with disruptive behaviors, staff must use strategies that get students invested not only in their learning but also in their positive integration with the class. Giving positive attention to students whenever possible enables staff to build a positive relationship with them. We believe students will do better and achieve the desired goal if a positive approach is used consistently. After all, the use of encouragement and praise for positive behavior is more effective in changing the behavior of our students than the use of punitive strategies.
- *Behavior Management System.* The Mary Lyon School is a very structured program that includes students with a considerable range of academic and social/emotional needs. Addressing these needs requires that staff not only work together but also treat students in a firm, fair, and consistent manner. Students are taught a sense of responsibility in all the



decisions that they make. To help them stay organized and avoid power struggles, a *conduct report* will be issued anytime students display exemplary behaviors or poor behavioral patterns. These conduct reports will be sent home, informing parents of the issues. If students exhibit continuous poor behavioral patterns, they will meet with their advisor and the student support team to develop a *contract* to help them regulate their behavior.

- *Advisory.* The Mary Lyon School fosters an effective relationship between students and their teachers to build a strong community of learners. The advisors serve as advocates for each of their advisees and establish the first line of communication between school and home.

In addition to providing a structure enabling students to access the curriculum and resolve their conflict, at the MLUC, each grade level team consists of the Lead Teachers, the Assistant Teachers, and appropriate service providers (Occupational Therapy, Physical Therapy, Speech therapy, and Social Workers) meets once a week to develop coping skills intervention plans for identified students. This wrap-around system offers three areas: social, emotional, and behavioral support, academic support, and family engagement opportunities.

3.7.2. Social, emotional, and behavioral supports

Counseling

Many of our students come to us with various levels of their ability to self-regulate and resolve social-emotional conflicts among themselves. To help them mitigate their interpersonal differences, the MLUC offers active talk therapy sessions. Four full-time social workers provide this service to enable our students to continue to grow as individuals.

Behavioral growth

At the MLUC, we believe that each behavioral challenge offers us an opportunity to educate each student as a unique individual ready to meet the challenges of an increasingly diverse and global community. We believe students will do better and achieve the desired goal if a positive approach is used consistently. Therefore, we base our behavioral change principle on management techniques that promote prosocial behaviors. In doing so, we help our students acquire skills to manage their emotions and be socially and emotionally competent in various settings.

Crisis intervention

The MLUC is committed to creating an emotionally and physically safe learning environment for all community members. Our intervention system is grounded in restorative practices that emphasize repairing harm by facilitating communication after misbehaviors and conflicts and holding students accountable for their actions. To this end, the MLUC utilizes an array of interventions, including restorative circles, conferencing, restitution, community service, and other means outlined in the Boston Public Schools Code of Conduct (including but not limited to contacting parents or guardians, detention, loss of school privileges, temporary removal from class, suspension, etc.).



When a crisis arises, we aim to support individuals involved by offering appropriate interventions contingent on context. The MLUC utilizes an intervention system at three levels:

- **Teacher:** We believe that the role of the teacher is to teach not only the explicit curriculum (academic subjects) but also the hidden curriculum (self-regulation and social interaction). As such, classroom intervention constitutes the first level of behavior management. When the behavior cannot be de-escalated or resolved within the classroom, the situation is referred to the student support team for additional interventions. In such instances, rather than sending the disrupting student out, a student support team member will be brought to the classroom to assist.
- **Student Support:** A team composed of social workers, guidance, student support assistants, and administrators that work with classroom teachers to determine the most appropriate outcome in dealing with incidents.
- **Administrative Team:** The leadership team comprises the Head of School, the Associate Head of School, the Director of Teaching and Learning, and the Director of Student Services. Although the administrative leadership team is always apprised of all events, they may be solicited whenever situations requiring additional support arise.

What happens after a crisis?

Teachers and the Student Support Team must ensure that students have the opportunity to repair their relationship with the community when classroom incidents occur. Disruptive students are expected to return to class after a crisis, connecting with their teachers, and developing a plan.

Harassment and bullying

Although many behaviors can disrupt a learning community, the MLUC pays close attention to harassment and bullying, which adversely impact students.

Harassment is a behavior based on race, national origin, religion, gender, or disability status that is sufficiently severe or objectively offensive to affect the education of others or creates a hostile educational environment. Thus, harassment is prohibited on school grounds or during any school-sponsored activities outside of school grounds.

Students who believe that they have been a victim of an act of harassment or who observed other victims of harassment must, as soon as possible, inform their teachers, the Student Support team, or the Leadership team. Students who engage in harassment will be subject to the crisis intervention protocol.

Examples of behaviors that violate this policy include but are not limited to the following:

- Derogatory nicknames, slurs, demeaning stories.
- Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors.



- Implied or overt threats of physical violence or acts of aggression.
- Destroying or damaging an individual's property based on protected categories.
- Seeking to involve students with disabilities (who do not fully comprehend the repercussions) in antisocial, dangerous, or criminal activity.

Bullying is a behavioral pattern displayed by a student or a group of students to ridicule, humiliate, or intimidate other students. The three essential prerequisites of bullying behavior are as follows:

- **Intentional acts:** A student or group of students deliberately targets another one.
- **Imbalance of power:** One essential fact is that there is a perception by the bully or others of an imbalance of social or physical power.
- **Repeated:** Behavior is often repeated and habitual toward the same student.

The MLUC will not tolerate any bullying behaviors in the form of verbal, physical, or written abuses or via electronic or online means. Behaviors such as menacing, taunting, intimidating, threatening, etc., are disruptive to the learning environment and interfere with the ability of other students to take full advantage of the educational opportunities offered.

Bullying report: At MLUC, we are committed to taking reasonable and prudent actions to protect our student's welfare and safety. Thus, the District policy will thoroughly investigate any bullying report.

1. When a bullying claim is reported to a staff member, a bullying form will be immediately filled out, and parents will be informed. Students can also call the bullying prevention and intervention hotline at (617) 592-2378 to make a report if they are unable to reach school staff.
2. The form will be forwarded to the Student Support Team for investigation.
3. Once the investigation is completed and the conclusion reached, the form will be forwarded to the Head of School or designee for review.
4. The student Support team will inform parents of the conclusion of the investigation.
5. The form will be faxed to the proper authorities (School Police, Operational Leader, Succeed Boston)
6. The student Support Team intervenes with appropriate outcomes with the aggressor and the target.

Note: *As a fully inclusive school for students with emotional and behavioral disabilities, it is paramount to approach many of the issues equitably. When students display poor behavioral patterns due to their disability, the interventions will be structured accordingly,*



3.7.3. Academic supports

The MLUC offers a rigorous college preparatory curriculum. We are committed to ensuring that students can meet or exceed academic standards. In conjunction with the Director of Teaching and Learning, the Director of Students Services, the Guidance Counselor, advisors, and classroom teachers, students' academic needs are determined through the individual educational plan process or weekly service team meetings.

Advisors

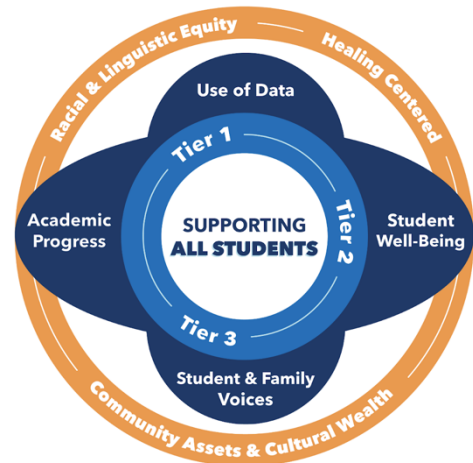
Every student enrolled at the MLUC is assigned an advisor who is the primary intermediary between home and school. Advisory is a time for checking in, community building, and information sharing. Advisory periods allow classroom discussions around school culture and skills needed to support academic achievement and social-emotional learning. Participation in the advisory is expected. Advisory is graded on a pass/fail basis based on attendance.

3.7.4. Multi-tiered system of support

The MLUC is committed to implementing an equitable multi-tiered system of support (MTSS) in which, based on the preponderance of the evidence, educators, in collaboration with parents and students, develop an instructional or intervention practice to ensure that all students have access to culturally responsive and rigorous learning opportunities. This wrap-around practice is designed to meet the students' wide range of academic, social, and emotional needs.



- Anti-racist equitable systems and structures that are linguistically and culturally responsive while harnessing community assets and cultural wealth in creating healing centered schools.
- Student centered tiered supports based on needs in Academic or Well-Being (SEL, mental health, behavioral, physical health, attendance, etc.) inclusive of the student and family voice and experience.



Tier 1-Universal Level of Support: <i>All students</i>	Instruction/Intervention Plan
To promote success and ensure that all students achieve their academic goals, their social, emotional and physical development, that support their overall academic, behavioral, and health outcomes.	<ul style="list-style-type: none"> • Social and emotional skill building • Restorative practices, bullying and/or cyberbullying prevention related training • Health education • Conflict resolution interventions • Attendance intervention plans • Healthy relationships curriculum related training. • Rigorous academic course of study based on MassCore • High quality instruction grounded in equitable literacy



Tier 2-Targeted Level of Support: <i>Small groups of students</i>	Instruction/Intervention Plan
<ul style="list-style-type: none"> • To intervene and address more acute student needs when necessary. • To provide targeted, solution-focused instruction to address their identified area(s) of need before they impact the student's progress. • To improve student performance toward expected levels of proficiency. 	<ul style="list-style-type: none"> • Restorative and trauma-informed practices • Verbal de-escalation (Safety Cares) • Mentoring • Attendance Intervention Plan • Cognitive Behavioral Intervention for Trauma in Schools (CBITS) • Social and emotional skill building • Voluntary Succeed Boston workshops • Lunch groups.

Tier 3-Intensive Level of Support: <i>Individual or Small groups of students</i>	Instruction/Intervention Plan
<ul style="list-style-type: none"> • To deploy intensive instruction and learning supports over longer periods of time to support students whose significant needs prevent them from meeting their learning goals. • To improve student outcomes and school engagement by identifying and developing students social and emotional skills. 	<ul style="list-style-type: none"> • Counseling • Crisis support • Community referrals • Restorative and trauma informed practices • Voluntary referrals to Succeed Boston • Individualized academic support plans • Conflict resolution • Functional Behavior Assessment & Behavioral Intervention Plan • Fire Sense Program

IV. ACADEMICS

4.1. Instructional Focus: Equitable Literacy

At the MLUC, we believe that upon graduation, our students will be ready to confront a challenging world. Our students will be able to make effective arguments based on evidence to solve problems of public values. To achieve this, the MLUC is committed to implementing effective literacy instructions that engage students. Students will interact with complex texts and use language in a way that builds excitement.

Starting in Fall 2022, the instructional focus (IF) at the MLUC is as follows:



Teachers will incorporate daily close reading strategies, like text-dependent questions, jigsaw or three reads, with complex and enabling texts and authentic writing tasks for students to improve their performance in language, craft, and structure standards in literary and informational texts.

Our 90-day action plan to implement our IF is as follows:

ACTIONS				
Desired Outcomes	Strategic Initiatives	Date(s)	Goals and Benchmarks	Progress Monitoring
Teachers will develop lessons that incorporate opportunities for students to engage in daily close reading strategies.	Two (2) whole school professional Learning sessions specific to close reading strategies including: text-dependent questions, three reads, and reciprocal teaching	Sept. 20	100% of classrooms include close reading strategies	Instructional Walkthrough using the Equitable Literacy Look Fors.
		Oct. 25	80% respond favorably to professional learning	Teacher Climate Survey
Implementation of Study Sync so students have access to complex and enabling texts and authentic writing tasks.	Instructional coaches provide monthly coaching and feedback to ELA teachers on the implementation Study Sync as a new curriculum (pacing, fidelity, and supports for language learners and students with disabilities)	Week of 9/25	100% of ELA classes have implemented the majority lessons in unit 1 by early November.	Coaching and feedback tracker, Study Sync progress monitoring
		Week of 10/30		
		Week of 11/25	100% ELA class have administered end of unit 1 assessment by Nov. 10	Study Sync End of Unit results
Students will improve their performance on language, craft, and structure standards.	Two (2) whole school professional learning sessions specific to providing authentic writing tasks.	Nov. 15	75% students meeting or exceeding in “Constructed Responses”	ELA interim assessment
		Dec. 13	100% of classes incorporate writing practices at least at the paragraph level.	Instructional Walkthrough using the Equitable Literacy Look-Fors



Preview upcoming texts in ILT and give feedback to teachers on [text complexity](#) and possible pairings.

Nov. 28

Dec. 19

80% texts in every class fall within the “very complex” and “exceedingly” complex range.

Text audit

ILT Feedback

4.2. Admission

Admission to the MLUC follows the Boston Public School admission guidelines. No special admission process is required.

4.3. Curriculum

The MLUC offers a rigorous curriculum that prepares students for life beyond high school. Whether students intend to attend college, enlist in the military, or pursue a career immediately after high school, the MLUC matches students’ and their families’ long-term goals with an appropriate course selection.

4.4. Grading System and Grade Point Average Scale

The MLUC believes that the purpose of “grades” is to communicate student progress and achievement. It describes the degree to which a student meets or exceeds the standards. Grades



are not about what students *earn*; they are about what students *learn*. All teachers at MLUC use the same grading practices in their classrooms. These grading practices separate the academic grade from the career & life skills. We believe that academic grades express the degree to which a student meets or exceeds the academic standards. Thus, non-academic factors such as meeting deadlines or completing homework cannot be factored into the overall grade of students. However, they are critical feedback to be provided to students. These feedbacks are referred to as career & Life skills.

Below is a guide to the common grading and feedback practices used in all core courses and how our school communicates grades on report cards.

4.4.1. Academic Grades

Each course at MLUC has specific big ideas, known as ***competencies***. Course competencies answer the question: *What is it we want our students to know and be able to do?* Each competency is divided into a subset of specific skills and learning targets known as ***performance standards***. Teachers give assessments throughout the year linked to performance standards, which are then linked back to specific competencies. Students must demonstrate ***basic proficiency*** in course competencies to receive credit for a course.

Teachers will incorporate daily close reading strategies, like text-dependent questions, jigsaw or three reads, with complex and enabling texts and authentic writing tasks for students to improve their performance in language, craft, and structure standards in literary and informational texts.
MLUC Instructional Focus

Formative and Summative Assessments

MLUC educators use two broad types of assessments:

Formative Assessments capture a student's progress through the learning process and explain to what extent a student is learning a concept or skill. These assessments are considered practice and therefore are not weighted more than 10% of an overall course grade. Examples include:

- Skill checks (quizzes used for practice or reinforcement, classroom openers)
- First drafts of writing
- Teacher questions during instruction
- Worksheets
- Informal observations
- Pre-testing
- Homework
- Other classwork not listed above.

Summative Assessments are comprehensive, performance-based measures that demonstrate what a student knows and can do. These assessments are linked to one or more course competencies and are weighted at least 90% of the overall course grade. Examples include:

- Written, oral and performance tasks
- Tests



- Quizzes (beyond skill checks)
- Writings (term papers, essays, stories, etc.)
- Projects
- Presentations
- Problem-based/inquiry learning tasks
- Other comprehensive/cumulative assignments not listed above.

Grading Scale

Formative and Summative assessments are graded on a 4.0 to 0.0 rubric scale. A student's final grade computes a numerical grade between 4.0 and 0.0, with 0.5 being the minimum passing numerical course grade. The following table explains the grading scale.

Achievement Level	Assessment Grade Value	Course Grade	Letter	Numerical	GPA	Performance Descriptor
Exemplary	4	3.5 - 4.0	A+	97 – 100	4.33	The student consistently exceeds the performance standards for the grade-level. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes and skills consistently and independently.
			A	93 – 96	4.00	
			A-	90 – 92	3.67	
Proficient	3	2.5 - 3.4	B+	87 – 89	3.33	The student consistently meets the performance standards for the grade-level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
			B	83 – 86	3.0	
			B-	80 – 82	2.67	



Basic Proficient	2	1.5 - 2.4	C+	77 – 79	2.33	The student is progressing toward meeting the performance standard for the grade-level. The student is beginning to grasp key concepts, processes and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
			C	73 – 76	2.0	
			C-	70 – 72	1.67	
Limited Proficient	1	0.5 - 1.4	D+	67 – 69	1.33	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
			D	63 – 66	1.0	
			D-	60 – 62	0.67	
Not Yet Competent	0	0.0 - 0.4	F	< 59	0	The student has not yet met the standard.
Insufficient Work Shown	0	0	I	N/A	N/A	The standard has not yet been assessed.

Mandatory Assessments and Deadlines

Students are expected to complete/make up **ALL summative** assessments in a course promptly. Policies for missing work and its impact on course grades are outlined below.

1. Students are expected to be prepared to complete summatives by the deadline. If unprepared or unable to complete the summative, the student is expected to meet with the teacher by the original deadline to discuss a plan to complete it by an agreed-upon date. Parents will be contacted if students miss the agreed-upon extension deadline.
2. Teachers will plan with any student who misses a summative to clarify the assignment, determine what support the student might need, and set an agreed-upon due date. Students who miss a summative without requesting an extension before the original due date will be given five (5) school days to complete the summative unless otherwise approved by the academic team. Teachers will also contact parents/guardians to relay the plan.



3. If the student does not submit their work by the agreed-upon due date, the grade for that assignment will carry a weight of zero. This may impact the overall course grade. An “Incomplete” final grade equals no credit for a course.
4. In limited cases (such as illness, personal emergencies, excessive excused absences, a global pandemic, etc.), if students have missed summative assessments and are unable to complete them by the end of the term, they may receive an incomplete for a term grade after review and approval by the academic team. Working with the student and family, the academic team will determine what assessments need to be completed and by when to receive credit for the term.

Grades demonstrate the degree to which students meet or exceed the standards. They are therefore the expression of what students know and can do; not what they earn.

Reassessment

Students are encouraged to practice continuous improvement in their learning through reassessment. Students are eligible to reassess summative assessments after meeting with the teacher and developing a reassessment plan. The plan would indicate a specific deadline that is strictly enforced. Reassessment policies are outlined below:

1. Second chance assessment opportunities shall be made available to students for any summative assessment that they want to improve upon. Reassessment focuses on the part(s) of the assignment for which the student did not demonstrate proficiency or provides an opportunity for the student to complete an alternate assignment, demonstrating the student's proficiency. For any reassessment, higher scores will be used.
2. A teacher may require a student to collaboratively develop and complete a re-assessment plan at a proficient level before they can re-take the assessment. The plan may consist of the completion of formative assessments that are directly correlated with the summative assessments as well as the completion of a relearning plan, which may include out-of-class meetings with a teacher, completing study guides, or communicating revisions they plan to make.
3. Teachers will encourage students who score below a proficient level to engage in the reassessment process. If the student chooses not to engage in the reassessment process, the teacher will reach out to parents to let them know about the opportunity and current grade.
4. Students who do not complete the reassessment by the agreed-upon due date will retain their original assessment score.
5. Students who met the original deadline or were granted an extension will have a maximum of two weeks from the date scores are released by the teacher to complete the reassessment unless otherwise approved by the academic team. Students who missed the original deadline and did not request an extension will have a maximum of 1 week to complete the reassessment process.
6. Students will have only one opportunity for reassessment per assessment unless otherwise approved by the academic team.



Chronic Absences and Course Grades

At the MLUC, all students, regardless of their attendance, are expected to complete all summative assessments to receive credit for a course. Students who are chronically absent and do not complete the summative assessments for a course will receive an Incomplete for the course at the end of the school year. Students will need to retake the course the following year to earn credit.

4.4.2. Career & Life Skills

Throughout the year, teachers grade students on five career and life skills in all courses. These practices measure a student's ability to act responsibly, effectively communicate, contribute to the community, self-manage their learning and produce quality work. These are communicated separately on report cards and are not included in grades unless they are an approved part of a standard for a course (example: regular participation in physical activity is identified nationally as a performance standard for any Physical Education course).

The framework for assessing competencies in career & life skills is grounded in our core values of PRIDE and the social and emotional learning proficiencies

Core Values Rubric

Expectation	Exemplary	Proficient	Basic Proficiency	Limited Proficiency	Not Yet Met
Rubric Scale	4	3	2	1	0
Student will:	Student meets all in "Proficient" and improves by:	Student meets all "Basic Proficiency" and improves by:	Student meets all in "Limited Proficiency" and improves by:	Student will:	Student has:
Act Responsibly	Modeling and encouraging accountability for behavioral and academic expectations	Holding self accountable for and meets behavioral and academic expectations	Holding self accountable for and meets behavioral and academic expectations with minimal adult direction	Hold self accountable for and meets behavioral and academic expectations with adult direction	Not yet met behavioral and academic expectations
Be accountable and carry oneself appropriately in a diverse learning community.					



Effectively Communicate

Express knowledge, information, ideas, feelings, interpretations, questions and reasoning to create mutual understanding	Communicating in an exceptional manner that is appropriate to share with a professional audience	Using effective communication skills all of the time	Demonstrating progress to attain and improve quality of communication skills	Demonstrate minimal progress toward developing communication skills	Not yet demonstrated progress toward developing communication skills.
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Contribute to the Community

Work individually and collectively to create a positive setting and achieve common goals	Being recognized as a leader by peers and adults for contributions to the community	Always contributing positively to the community	Contributing positively to the community with minimal adult direction	Contribute positively to the community with adult direction	Not yet contributed positively to the community.
--	---	---	---	---	--

Self-manage Their Learning

Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner	Working proactively and independently to achieve goals and overcome obstacles	Working independently to achieve goals and overcome obstacles all of the time	Working independently with some direction by adults to achieve goals and overcome obstacles some of the time	Work with the direction of adults to achieve goals and overcome obstacles	Not yet made any progress towards achieving goals or overcoming obstacles
--	---	---	--	---	---

Produce Quality Work

Recognize and produce work of high quality that can be presented to an audience with PRIDE	Producing exceptional work that is appropriate to share with a broader audience	Producing quality work all the time and asking adults how to improve quality of work	Reassessing failing grades to improve quality of work and/or producing quality work some of the time	Accept failing grades with no attempt at reassessment	Does not produce work
--	---	--	--	---	-----------------------



SEL Competencies

Self-Awareness

The ability to recognize emotions, personal and social identities, goals and values and how they influence actions across contexts. The ability to recognize one's personal, cultural and language assets, perceptions and biases with a well-grounded sense of confidence, optimism, and self-efficacy.

- What are you good at in this class and how do you know you are good at it?
- When you don't understand something in this class, what do you do?

Objectives:

Student Look Fors:

SWBAT...

- Identify personal, cultural and linguistic assets
- Identify prejudices and biases toward people different than oneself
- Understand the connections between one's emotions, social contexts, and identity
- Demonstrate an accurate self-concept based on one's strengths and challenges
- Identify when help is needed and who can provide it
- Identify emotions and how my emotions can influence my classroom

- Reflect on their progress as a learner
- Express what is easy or hard about the academic discussion and why
- Ask for help when needed
- Identify their roles and responsibilities during academic discussions

Skills:

- Identifying and understanding emotions
- Recognizing cultural & linguistic assets
- Understanding of personal and sociocultural identities
- Awareness of beliefs, mindsets and biases
- Recognizing personal interests and motivation
- Self-Efficacy & Self-Confidence

Self-Management

The ability to successfully manage, advocate and persevere to achieve personal and collective goals and objectives. The ability to communicate ideas responsibly and persevere when personal and group-level challenges arise.

- How do you move toward your goal, especially when you lose focus or are stuck or stressed?

Objectives:

Student Look Fors:

SWBAT...

- Regulate their emotions and behaviors in contexts with people different than oneself
- Motivate themselves to set and achieve goals

- Manage and express emotions and thoughts in a constructive way
- Stay engaged in discussion
- Use "I" messages in the social context of academic discussion

Skills:

- Managing thoughts and behaviors
- Goal setting
- Organization
- Identifying strategies and techniques to manage stress
- Constructively managing conflicts
- Agency



Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand broader historical and social contexts and norms for behavior in different settings, and to recognize family, school, and community supports for self and others.

- When you are working in a group, how do you make sure it's fair for everyone?

Objectives:

Student Look Fors:

SWBAT...

- Establish and maintain healthy interactions and relationships across diverse communities
- Embrace diversity and take the perspectives of people different from oneself
- Demonstrate empathy for people similar to and different from oneself

- Listen attentively to others' ideas
- Respectfully paraphrase others' ideas
- Engage collaboratively with people different from themselves
- Able to take perspective of people different from themselves
- Add to and build on others' ideas

Skills:

- Perspective-taking
- Showing empathy
- Appreciating diversity
- Showing respect for others

- Recognizing cultural demands and opportunities
- Understanding social norms
- Recognizing issues of inequity

Relationship Skills

*The ability to establish and maintain healthy rewarding relationships and to effectively navigate settings with different social and cultural norms and demands. The ability to **communicate clearly, listen actively, cooperate with others, negotiate conflict constructively, seek help when needed.***

- What do you do so that your classmates and teacher have heard and understand your ideas and what you are saying?

Objectives:

Student Look Fors:

SWBAT...

- Relate to people similar to and different than themselves
- Communicate clearly and effectively
- Build, establish, and maintain healthy relationships

- Communicate clearly and effectively with people different from themselves
- Engage in constructive argument
- Give and receive constructive feedback
- Listen, encourage, acknowledged, compromise, work toward consensus
- Express value of collaboration
- Ask questions based on careful listening

Skills:

- Effectively communicating
- Social engagement
- Relationship building

- Teamwork
- Applying cultural competence
- Collaborative problem-solving



Decision Making

The ability to make caring, constructive choices about personal behavior and social interactions across settings. Ability to examine ethical standards, safety concerns, and norms. The realistic evaluation of the benefits and consequences of various actions, and to consider collective health and well-being.

- When you are working with others, how do you make a decision?

Objectives:	Student Look Fors:
<p>SWBAT...</p> <ul style="list-style-type: none"> • Problem solve effectively while being respectful of people similar to and different from themselves • Behave responsibly in personal, professional and community contexts • Make constructive and respectful choices that consider the well-being of self and others 	<ul style="list-style-type: none"> • Follow norms established for the discussion • Actively participate in group decision-making process • Generate alternative ideas and solutions • Demonstrate the good of the group • Ask why and what-if questions
Skills:	
<ul style="list-style-type: none"> • Identifying values, choices and decisions • Co-creating inclusive solutions • Analyzing situations 	<ul style="list-style-type: none"> • Evaluating • Reflecting

4.4.3. Online Grades and Progress Reports

Grades and progress reports can always be viewed online via our grade book software. Unique logins and passwords for students and parents will be issued during enrollment. Please contact your student's advisor or the guidance counselor if you need help accessing the online grade book. The link to the student and parent portal is: www.jumppro.pe/login

Family Portal

JumpRope - Welcome

Mary Lyon Upper Campus
Participation, Respect, Inclusion, Determination, Empathy

MESSAGE FROM THE SCHOOL

Welcome to the Mary Lyon Upper Campus Student and Parent Portal. Use the menu on the left to navigate.

The MLUC believes that the purpose of grading is to communicate student achievement. Grades are not about what students earn; they are about what students learn. All teachers at MLUC use the same grading practices in their classrooms. Below is a quick reference guide to the common grading practices used in all core courses and how our school communicates grades on report cards. Please refer to the Student and Family Handbook for more information about our grading policies.

Academic Grades: Each course at MLUC has specific big ideas, known as competencies. Course competencies answer the question: What is it we want our students to know and be able to do? Each competency is divided into a subset of specific skills and learning targets known as performance standards. Teachers give assessments throughout the year linked to performance standards, which are then linked back to specific competencies. Students must demonstrate limited proficiency in course competencies to receive credit for a course.

Career & Life Skills: Throughout the year, teachers grade students on five career and life skills in all courses. These practices measure a student's ability to act responsibly and professionally, effectively communicate, contribute to the community, self-manage their learning and produce quality work. These are communicated separately on report cards and are not included in grades unless they are an approved part of a standard for a course (example: regular participation in physical activity is identified nationally as a performance standard for any Physical Education course).



JumpRope Frequently Asked Questions

- **What is JumpRope?**

It is an online standard-based grading platform that supports our shift to a Competency-Based Education model.

- **How is JumpRope different than other grading platforms, such as Engrade?**

JumpRope allows teachers to link specific content standards and skills to student work products. By doing so, teachers, students, and parents receive more accurate feedback on what students know and can do. Unlike traditional gradebook software, JumpRope uses a 0 to 4-point rubric scale for all assessments. While students will see an overall score for each assessment, they can also see scores for the various standards assessed on each assessment; this helps students know exactly where they are proficient or need improvement. A conversion to a 100-point numerical score is also provided. Additionally, JumpRope uses a decaying average grading scale, in which more recent assessments are weighted more than previous assignments to account for student growth. This ensures that students are not penalized for not being proficient in a standard when it is first introduced and allows them to be acknowledged for their progress over the year.

Assessment Grade Value	Achievement Level	Performance Descriptor
4	Exemplary	The student consistently exceeds the performance standards for the grade-level.
3	Proficient	The student consistently meets the performance standards for the grade-level.
2	Basic Proficient	The student is progressing toward meeting the performance standards for the grade-level.
1	Limited Proficient	The student is making some progress toward meeting the performance standards for the grade-level.
0	Not Yet Competent	The student has not yet met the performance standards for the grade level.
M	Missing	The student has not yet completed the work for the standard(s), but still has the opportunity to complete it within a given time frame. An “M” does not impact a student’s overall score.
X	Missing - Past Extended Due Date	The student did not complete work for the standard past the extended deadline. An “X” carries a weight of 0 and will impact a student’s overall score.
U	Unassessed	The standard(s) has not yet been assessed.



- **How do I login to JumpRope?**

All students and families can access JumpRope in the same way via the website:

<https://www.jumprope.pe>

Username: student's BPS email address

ex. ajacobson@bostonk12.org

Password: student's 6-digit BPS ID number

ex. 123456

- **How do I view Progress Reports?**

1. Once in the student/parent portal, click on the “Current Grades” tab.

JumpRope

Gradebook

Comments

Students

Classes

Reports

2021 TERM 1

Try the new mastery view

COURSES

PROFICIENCY

Group	Score Bar	Score	Conversion
> AP Language and Composition 11A	<div></div>	4.0	100
> Advanced Topics In Science	<div></div>	4.0	100
> Chemistry A	<div></div>	3.9	98
> IMP 3 (11A)	<div></div>	4.0	100
> Student Leadership	<div></div>	4.0	100
> World History 2	<div></div>	3.9	98

Student's Name

PRINT



2. Click on each course to view a more detailed report on student progress.

JumpRope	Student's Name		
Gradebook	2021 TERM 1 Try the new mastery view	COURSES	PROFICIENCY
Comments			
Students	Group ↑	Score Bar	Score
Classes	> American Government	<div></div>	4.0
Reports	> ELA	<div></div>	4.0
	> Writing	<div></div>	4.0

3. Click on a specific standard to view their progress over time and to see the specific assignments that assessed the standard.

JumpRope	.Student's Name		
Gradebook	2021 TERM 1 Try the new mastery view	COURSES	PROFICIENCY
Comments			
Students	Group ↑	Score Bar	Score
Classes	> American Government	<div></div>	4.0
Reports	> ELA	<div></div>	4.0
	> Writing	<div></div>	4.0
	> W 11-12.1 (Text Types & Purposes) Write arguments to support claims in an analysis of sub...	<div></div>	4.0
	> W 11-12.1.b (Text Types & Purposes) Develop claim(s) and counterclaims fairly and thorou...	<div></div>	4.0
	> W 11-12.1.d (Text Types & Purposes) Establish and maintain a formal style and objective to...	<div></div>	4.0
	> W 11-12.1.e (Text Types & Purposes) Provide a concluding statement or section that follo...	<div></div>	4.0
	> 2021 TERM 1 - AP Language and Composition 11A - Dai Morehouse, Sean Atcherley	<div></div>	4.0
	[2021-10-15] [Summative Assessment] What saved my life Argument Essay (Weight 9.0)	<div></div>	4.0

- **How do I contact teachers if I have questions about my child's performance?**
Click on the “Courses with Scores” button or the “Current Grades” option on the sidebar. A list of courses will appear. Click the email icon next to the course name to email the teacher for that course. You can also call the school to leave a message for a specific teacher: 617-635-8351.
- **How do I contact someone if I need general support with JumpRope?**
An online support feature is coming soon. In the meantime, email Maddie Leckie, Transformation Coach mleckie@bostonpublicschools.org

4.4.4. Honor Roll

Honor Roll is published at the end of each term. There are three levels of Honor Roll:

- ☐ *High Honors* – 3.5 (90%) or better in **all** subjects.
- ☐ *Honor Roll* – 2.5 (80%) or better in **all** subjects.
- ☐ *Honorable Mention* – 2.5 (80%) or better in all subjects, except **one** 2.4 (77-79).

4.4.5. Progress Communication

The MLUC has several mechanisms for communicating student progress to the home.



- **Online Progress Monitoring:** Details about students' academic progress are always available in students' online JumpRope accounts (www.jumprope.pe). Detailed progress reports can be printed or emailed upon parent request.
- **Midterm Warning Notices:** At the midpoint of each term, Warning Notices are mailed home to families of students who are failing or in danger of failing a course.
- **Individualized Education Plan (IEP) Progress Reports:** IEP Progress reports are sent home each term for students with IEPs. They discuss progress toward goals and benchmarks outlined in the IEP.
- **Family-Teacher Conferences:** Conferences are held after report cards are sent home at the end of the first three terms. The conference will be a time to review progress and set goals together. Families can also request to schedule conferences at any time.

4.5. Graduation Requirements

In line with the 1993 Massachusetts Education Reform Law, students seeking to earn a high school diploma from the Mary Lyon School must meet the Academic Credit requirements, the Massachusetts Competency Determination standards, and fulfill Community Service.

4.5.1. Academic Credits

Successful completion of the credit requirements at the MLUC is based on the Massachusetts High School Program of studies known as the MassCore Framework. It is as follows:

ELA	4 credits
Math	4 credits
History	3 credits
Science	3 credits
Foreign Language	2 credits
PE/Wellness	2 credit (As required by law)
Arts	1 credit
Electives	5 credits

Total 24 Credits

To receive credit for a course, students must earn an average above the passing grade of 60% (0.5 on the JumpRope rubric). Students who fail any of their core courses must have a passing grade for the final exam, or they will be required to attend a credit recovery program.

4.5.2. Competency Determination

The Massachusetts requires any student in public school seeking a diploma to meet the Competency Determination (CD) standard in addition to meeting all local requirements. This



implies that students must take the Massachusetts Comprehensive Assessment System (MCAS) test in Grade 10 and earn a passing score in English Language Arts, Mathematics, and Science.

The minimum score to earn a CD is as follows:

Subject		Class of 2023	
		Option 1	Option 2
ELA	Earn a score of 472 or higher		Earn a score between 455 and 471 and Fulfill the requirements of an Educational Proficiency Plan
Math	Earn a score of 486 or higher		Earn a score between 469 and 485 and Fulfill the requirements of an Educational Proficiency Plan
STE	Earn a score of 220 or higher (for students who took an STE test in February 2020 or earlier)		Successful completion of a relevant high school course

Subject		Classes of 2024 and 2025	
		Option 1	Option 2
ELA	Earn a score of 472 or higher		Earn a score between 455 and 471 and Fulfill the requirements of an Educational Proficiency Plan
Math	Earn a score of 486 or higher		Earn a score between 469 and 485 and Fulfill the requirements of an Educational Proficiency Plan
STE	Earn a score of 220 or higher on legacy Chemistry or Technology/Engineering, or the interim passing standard for next-generation Biology or Introductory Physics		Not applicable (only one option for STE)

4.5.3. Community Service

In addition, to meet the academic credit requirement and the MCAS Competency Determination, students at the Mary Lyon School must complete a minimum of forty (40) hours of unpaid service to the community signed by a supervisor. This requirement must be completed by the end of the first term of their senior year. Thus, students must plan to complete ten (10) hours of community service each year.



There are various opportunities provided by the school throughout the year in fulfillment of the requirement. However, students may seek and propose their own projects. These must be submitted in writing and approved by the Guidance Counselor. This community service may improve the community outside of the Mary Lyon School or may also be projects designed to better our community here.

4.6. Advisory System

The Advisory System is meant to strengthen students' connection to the Mary Lyon community and streamline communication between home and school. Each student is assigned a faculty Advisor before the start of the year.

Families may contact their student's Advisor for information about their student's academic progress or any other areas of concern related to school life. Additionally, Advisors may contact a student's family if there are academic, social, or disciplinary concerns occurring at school. Advisors may also advocate for their advisees in disciplinary proceedings.

Advisory groups meet three times a week. Most advisories are paired with another group from their grade level. Ninth grades participate in peer mentoring. Each meeting has a different purpose, outlined below.

Monday (30 mins)	Wednesday (20 mins)	Friday (30 mins)
Restorative Justice Circles: the purpose of these restorative conversations is to build community and process relevant topics impacting young people in our community.	College and Career Readiness: during this time, students will check in on their academic performance as well as have opportunities to build post-secondary plans, like resume writing, goal setting and college prep.	SEL Community Building:

4.7 Academic Honesty & Plagiarism

Plagiarism is intentionally or unintentionally using the ideas of another person and presenting them as your own. **It is stealing!** This is not limited to using exact quotes but also includes paraphrasing and taking pieces of quotes without proper citation. Plagiarism rules apply to academic work in all classes.

The first time that a student plagiarizes work, the student will have the opportunity to redo the assignment after meeting with the teacher to discuss the significance of their actions. Any following instances of plagiarism will result in a zero for that assignment and communication will be sent home.



V. School-Based Rule



3.6 Course Catalogue

ENGLISH DEPARTMENT

English Language Arts (1 Credit): English Language Arts consists of two components: reading and writing. The primary aim of this course is to expose the student to a myriad of literary works that stretch across the globe and span over the centuries. The course espouses accountability when reading, and enables the student to forge his or her own ideas as opposed to simply agreeing with what others say. ELA provides the foundational skills of high school level English classes.

Writer's Workshop (1 Credit): This is a supplemental course offering for 10th grade students in alignment with their typical ELA class. Students will have the opportunity to strengthen their writing skills and abilities through reading complex texts and responding, in writing, to prompts and analytical questions. The course aims to help students develop their ability to craft nuanced claims, support these claims with valid and appropriate textual evidence from course readings, and provide in-depth written explanations and reasoning.

Advanced Placement Language and Composition (1 Credit): AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. Students will primarily read non-fiction arguments and rhetoric with a focus on current events, social justice, and multiculturalism. The course ends with the AP Language and Composition exam in which students can earn college credit by scoring a 3 or higher out of 5.

Advanced Placement Literature and Composition (1 Credit): This course is designed to offer students an in-depth, analytical study of British, American, and world literature. This study culminates in the taking of the AP[®] English Literature exam and, ideally, prepares students for college reading and writing courses. Students will study from various forms of literature, including poetry, short stories, novels, plays, and many excerpts from longer texts. There will be a strong emphasis on practicing and perfecting analytical composition, especially on-demand writing.



English as a Second Language (ESL) (1 Credit): This course is designed for non-native English speakers who are in their first years in a U.S. high school. The focus is on grammar and vocabulary development, as well as reading, writing, listening and speaking skills. The goal of this course is for students to be able to effectively communicate their academic and social needs, and to gain the skills necessary to succeed in the classroom.

SOCIAL SCIENCE DEPARTMENT

Ancient Civilizations (1 Credit): By studying ancient civilizations, we can understand how the roots of today's society and culture developed across as early humans used their resources to develop and function together. Students will evaluate and understand the decisions and innovations civilizations from Asia and the Mediterranean made concerning culture, statecraft, economy, and natural resources.

Civics (1 Credit):

United States History 1 (1 Credit): This course will provide the student with an understanding and appreciation of the early history of the United States of America from the exploration of the New World to the Civil War and Reconstruction. Emphasis will be on continued development of basic skills while studying the history of this period.

United States History 2 (1 Credit): This course presents a survey of American history from 1900 to the present. The purpose of this course is to enable the student to analyze the factors that contributed to the development of modern America and to understand the United States' role and position in today's world.

World History (1 Credit): Students study the history of the major empires and political entities of World History: the Ottoman Empire, the Moghul Empire, the Chinese dynasties, the Byzantine Empire, and the major pre-Columbian civilizations that existed in Central and South America. Students examine the important political, economic, and religious developments of this period, including the development of Christianity and Islam, the conflicts between them in different parts of the world, and the beginnings of European influence on the Western Hemisphere. Finally, students study the development of democratic, scientific, and secular thought in the major events and developments of European history. To the extent practical, students study the origins and development of major civilizations in Africa, India and East Asia.



Facing History and Ourselves (1 Credit): In Facing History and Ourselves, we are going to be asking students participating in our Ethnic Studies class to engage in critical thinking and self examination. The realization that our experiences are intertwined and connected. Through readings, historical videos, classroom content, discussion, and projects, we will be engaging in developing our own understanding of racial injustice. We will gain knowledge and move towards a collective consciousness of what we can do as individuals to help bring about social justice for all.

AP U.S. History (1 credit): AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

SCIENCE DEPARTMENT

Physics (1 Credit): In this course students apply mathematical principles to the study of Newtonian mechanics, wave motion, basic electricity and magnetism, the properties of light, atomic structure and radioactivity. Students will gain an understanding of the principles of physics as they relate to human activities such as driving, using energy, entertaining and playing sports. Each physics principle is discussed and experienced through multiple small and large group projects.

Biology (1 Credit): Biology is the study of living things and their interactions with the environment. This course will provide students with an overview of biological processes, theories and concepts through a variety of learning experiences. In addition, this course will provide students with the skills and information necessary to form opinions and make decisions regarding scientific issues. Emphasis is placed on the development of critical thinking through the use of the scientific method and laboratory activities.



As an integral part of this course, students will learn about their responsibility towards the environment.

Chemistry (1 Credit): This course will investigate fundamental topics in chemistry through a series of hands-on activities and projects. Students will develop an understanding of matter and the elements, atoms, bonding, chemical reactions and thermochemistry, among other concepts. Each unit of study incorporates real-world examples that will not only enable students to refine critical thinking skills but also encourage exploration beyond the classroom.

AP Computer Science (1 Credit): This course follows the curriculum of AP Computer Science Principles. Students learn about the interface between hardware and software. They will also understand the theory behind how computers work and learn basic programming.

AP Chemistry (1 Credit):

MATHEMATICS DEPARTMENT

Grade 7 Mathematics

Grade 8 Mathematics

Algebra 1 (1 Credit): Fundamental algebraic concepts are introduced with direct application to the solution of equations and inequalities. Connections drawn to geometry and discrete mathematics help provide an image for algebra. The solution of verbal problems is developed throughout the course. Course content: real numbers, sentences and problem solving, graphing relations, systems of sentences, exponents and radicals, polynomials, functions and rational expressions, quadratic equations.



IMP 1 (1 Credit): IMP 1 (Interactive Mathematics Program 1) prepares students to succeed with higher level mathematical ponderings. Through the analysis of everyday situations, often in a historical context, students will have the opportunity to work with meaningful situations and numbers. The course highlights the benefits of student group work as well as individual self discovery. The idea here is that this work and discoveries will contain lasting relevant meaning for learners. Students are encouraged to seek out their own interests and read math into their own life and specific context. Connections are drawn across mathematical topics such as algebra, geometry, precalculus and discrete mathematics.

IMP 2 (1 Credit): This curriculum guides the second year of a four-year program of mathematics learning and investigation. The program is organized around interesting, complex problems, and the concepts you learn grow out of what you'll need to solve those problems. The goal is to give you the mathematics you need in order to succeed in this changing world. We will present mathematics to you in a manner that reflects how mathematics is used and that reflects the different ways people work and learn together. Through this perspective on mathematics, you will be prepared both for continued study of mathematics in college and for the world of work. Connections are drawn across mathematical topics such as algebra, geometry, precalculus and discrete mathematics.

IMP 3 (1 Credit): This textbook represents the third year of a four-year program of mathematics learning and investigation. As in the first two years, the program is organized around interesting, complex problems, and the concepts you learn grow out of what you'll need to solve those problems. During Year 3 of the program, the problems require ideas from many branches of mathematics, including algebra, geometry, probability, graphing, statistics, and trigonometry. Rather than present each of these areas separately, the course integrates them and presents them in meaningful contexts, so you will see how they relate to each other and to our world. Some of the central problems in IMP 3 are based in practical real-world situations, such as maximizing profits for a business or studying population growth. Others are more imaginary, involving situations like a pennant race or a circus act. Central problems may have connections with history, science, or literature.

IMP 4 (1 Credit): This book contains the various assignments that will be your work during Year 4 of the program. As you will see, these problems require ideas from many branches of mathematics, including algebra, geometry, probability, graphing, statistics, and trigonometry. Rather than present each of these areas separately, we have integrated them and presented them in meaningful contexts, so you will see how they relate to each other and to our world. IMP 4



features widely varied topics, including computer graphics, statistical sampling, and an introduction to accumulation and integral.

AP Calculus (1 Credit): The AP Calculus course is comparable to calculus courses in colleges and universities. It is expected that students who take AP Calculus will seek college credit, college placement or both from institutions of higher learning. The course focuses on developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. AP Calculus AB focuses primarily on limits, derivatives, and integrals.

WORLD LANGUAGE DEPARTMENT

Spanish 1 (1 Credit): Students will learn basic skills in speaking, reading and writing in Spanish. By the end of the course, you will be able to have basic skills that will allow you to communicate with a native speaker in certain situations. We will also learn about the culture of different Spanish speaking countries. Projects will be assigned to apply what you have learned in class and in the text.

Spanish 2 (1 Credit): This Spanish class serves to provide our students with the necessary tools and instruction to communicate freely and confidently in Spanish, while exploring the advantages that come with speaking a second, or for some students a third language. Students will be able to demonstrate a knowledge and understanding of Spanish culture, grammar, vocabulary and history.

Spanish 3 (1 Credit):

ARTS DEPARTMENT

Art History (1 Credit): Art History explores the history of creativity from Prehistoric days to modern times. Students will learn how events in history impacted the art world and works created during that time. The large impact of politics and religion are also discussed as it relates to the creation and funding of art.



Digital Art (1 Credit): In digital art, students will learn how to properly use a digital and video camera, and state-of-the-art graphic and video editing software. They will be engaged in individual and group design projects. They will learn to work through a project from start to finish. Students will be challenged to think creatively and to use their imaginations to create products, design ads and make home (school) videos.

PHYSICAL EDUCATION/HEALTH DEPARTMENT

Physical Education (1 Credit): In this course, students will be exposed to a wide variety of physical activity options. Although the emphasis is on fitness training, students will also learn how to play a number of sports and leisure activities. They will understand how to monitor their fitness levels, improve their fitness, and set realistic goals. Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills. This course will be sports-based with the main focus on fitness, and students will learn how fitness is incorporated into each activity.

Health Education (1 Credit): This course is centered on learning and using skills to achieve and maintain personal and social health. Fitness and nutrition, body systems, social interactions, and disease awareness and prevention are some of the topics that will be covered in class. Students will also engage in both individual and group activities that will help them retain skills and knowledge, which they can apply to their everyday lives.

Health and Fitness (1 Credit): This fitness-based course will teach students the importance of being physically active, and the benefits that can be achieved. Weight lifting, conditioning, and some sports will be incorporated into the class, and students will have the opportunity to monitor and track their own progress. Both individual and group activities will be implemented, however students will be working towards goals for their own individual health.

