

STAFF HANDBOOK

2022 – 2023



Madison Park Technical Vocational High School

75 Malcolm X Boulevard • Boston, Massachusetts 02120 • 617-635-8970

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ADMINISTRATIVE TEAM

Head of Schools Dr. Sidney Brown	
Assistant Head of Schools, Freshmen Mrs. Laurinda Briggs	Director of Operations Mr. Hamid Gharooni
Assistant Head of Schools, Sophomores Mr. Artis C. Street	Career Vocational & Technical Education Directors Ms. Emily Medina Mr. Perino Watson
Assistant Head of Schools, Juniors Mr. Josue Sakata	Business Director Ms. Tonie Marsh
Assistant Head of Schools, Seniors Ms. Natacha Dieudonné	RoxMAPP Director Ms. Taneka R. DeGrace
Special Education Director Mrs. Priscilla Almenas	Director of Strategic Engagement and Communication Ms. Brandy K. Cruthird
Director of Multilingual Multicultural Education Ms. Settenah Wright	Registrar Ms. Jennifer Foster
Director of Climate and Culture Mr. Jason Coburn	

[STAFF DIRECTORY](#)

INITIAL/ACRONYM LIST

- ADT - Academic Data Team
- ODA - [Office of Data and Assessment](#)
- BLT - Building Leadership Team
- CLASS - [Classroom Assessment Scoring System](#)
- CPI - [Composite Performance Index](#)
- CPT - Common Planning Time
- CPR - [Coordinated Program Review](#)
- CRIOP
- CVTE - [Career Vocational Technical Education](#)
- DESE - [\(MA Dept of\) Elementary and Secondary Education](#)
- EL - [English Learners](#)
- ILT- [Instructional Leadership Team](#)
- LAT - [Language Acquisition Team](#)
- MAG - [Measurable Annual Goals](#)
- MPTVHS - [Madison Park Technical Vocational HS](#)
- MSV - [Monitoring Site Visit](#)
- NEASC - [New England Association of Schools & Colleges](#)
- OSDC- [Occupational Social Development Skills Center](#)
- [The Perkins Act](#)
- PPI - [Progress and Performance Index](#)
- RoxMAPP - [Roxbury Massachusetts Advanced Post-Secondary Pathways](#)
- SETC - [South End Tech Center](#)
- SGP - [Student Growth Percentile](#)
- SLC - [Small Learning Community](#)
- SRG - [School Redesign Grant](#)
- SSC - [School Site Council](#)
- SPC - [School Parent Council](#)
- SST - [Student Support Team](#)
- TPP - [The Possible Project](#)

[Other BPS Acronyms](#)

All BPS Superintendent's Circulars can be found at <http://www.bostonpublicschools.org/domain/1884>. Please access this website for important information and circulars.

BPS 2022-23 CALENDAR

Please [click here](#) for the BPS Calendar for School Year 2022-23

MISSION, VISION, GOALS, & INSTRUCTIONAL FOCUS

MISSION STATEMENT

The mission of Madison Park Technical Vocational High School is to provide our students with rigorous academic and career technical educational programs and the character necessary to further pursue and succeed in postsecondary and career opportunities in order to become productive citizens.

VISION STATEMENT

The school's vision is an integration of Career Vocational Technical Education (CVTE) and Academics that will aptly prepare students for the opportunity to graduate from high school with a diploma, an associate degree, and to be ready to enter a high demand, high-wage career.

The responsibility of Madison Park Technical Vocational High School is to provide students the opportunity to acquire the skills necessary for success in their chosen postsecondary career and/or college path. Integrating a rigorous, standards-based academic environment with competency-based vocational practicums results in graduates who are able to compete in the complex economy of the 21st century.

We strive to provide our diverse student population with consistency and continuity that reflects high expectations and a strong sense of community. The foundation of this support is Madison Park's organizational structure, which begins with the Academy and is further divided into small learning communities, committees, and boards that exist specifically to serve the various constituents of the Madison Park community. This ensures that each student receives an individualized, integrated vocational and academic experience.

In our quest to create lifelong learners, we encourage our students to actively engage and assume responsibility in their learning process. Through a variety of instructional strategies in both academic and career vocational technical classrooms, teachers shall challenge all students to excel so that they will be able to compete successfully in today's global economy.

THE GOALS OF MADISON PARK TECHNICAL VOCATIONAL HIGH SCHOOL

<ul style="list-style-type: none"> • Employ highly trained instructors who regularly engage in professional development in their respective fields. 	<ul style="list-style-type: none"> • Use state of the art equipment and cutting-edge technologies.
<ul style="list-style-type: none"> • Promote meaningful communication between students, teachers, and parents. 	<ul style="list-style-type: none"> • Prepare to expect and welcome change in all career fields.
<ul style="list-style-type: none"> • Provide all learners with strong academic and career technical preparation. 	<ul style="list-style-type: none"> • Foster good citizenship by promoting respect, honesty, and pride in one's work.
<ul style="list-style-type: none"> • Support student achievement through assessments and accommodations that reflect individual learning styles. 	<ul style="list-style-type: none"> • Ensure students learn essential life lessons in the classroom, in academic activities, and in the community by focusing on self--awareness, awareness of others, and interpersonal skills.

INSTRUCTIONAL FOCUS

MPTVHS is committed to developing analytical thinkers who are prepared to meet the growing demands of their respective technical and vocational industries. In order to provide equitable literacy opportunities, teachers will use enabling texts in academic and vocational classrooms allowing students to use critical thinking and analytical skills in writing around relevant tasks, academic discourse, and project-based learning.

C.A.R.P.E.	
<input checked="" type="checkbox"/>	Collaboration
Working together to produce or create something	
<input checked="" type="checkbox"/>	Accountability
Being accountable and taking responsibility	
<input checked="" type="checkbox"/>	Respect
Deep admiration for someone or something and regard for their feelings, rights and traditions	
<input checked="" type="checkbox"/>	Professionalism
The competence or skill expected of a professional	
<input checked="" type="checkbox"/>	Excellence
The quality of being outstanding or extremely good	

CORE VALUES

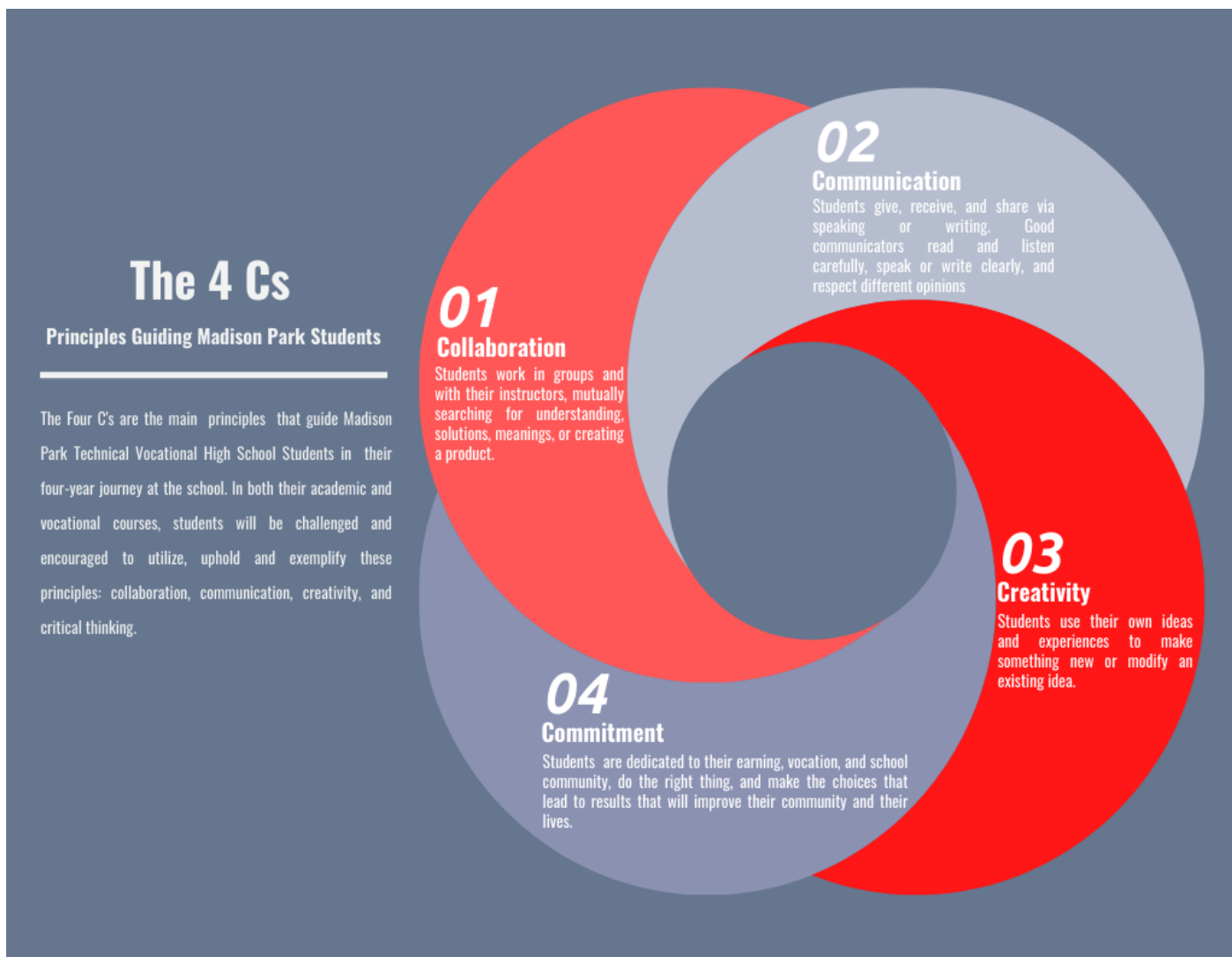
Core values are defined as the traits or qualities that are not just worthwhile but represent an organization's highest priorities, deeply held beliefs, and core, fundamental driving forces. Madison Park Technical Vocational High School has developed this set of Core Values aptly named CARPE which are connected to the mission and vision of our school.

CARPE is aligned with the beliefs of the staff at MPTVHS, which is that **all students** can achieve success; our teaching, learning, and assessments are connected to the real world; learning requires hard work and discipline, and it is most effective when meaningful connections to students' lives and identities are made.

Through CARPE, students will look at their learning and experiences through a critical lens, show respect for themselves, their community, and others, and value and personalize their learning.

THE FOUR Cs TO SUCCESS

Tied to our mission, vision, instructional focus, and core values, the Four C's facilitate the ways that students will meet the schools' core values, CARPE. The Four C' guide Madison Park Technical and Vocational Students in their four-year journey at the school



THE ACADEMY MODEL

There are four Academies at Madison Park Technical Vocational High School. Each Academy has an assigned Assistant Head of Schools and a Guidance Counselor who supervises the teachers in their Academy and supports the career and technical education director. In addition, the Director of Career & Vocational Technical Education and the content area Assistant Head of Schools support teaching and learning and guide

<p style="text-align: center;"><u>Freshman Academy</u></p> <p>ALL students in grade 9 as listed in ASPEN</p> <ul style="list-style-type: none"> • Assistant Head of School: Laurinda Briggs • CFC: • Security Para: • Social Worker: 	<p style="text-align: center;"><u>Sophomore Academy</u></p> <p>ALL students in grade 10 as listed in ASPEN</p> <ul style="list-style-type: none"> • Assistant Head of School: Artis Street • CFC: • Security Para: Claudino Centeio • Security Para: Yannick Texeira DePina • Social Worker:
<p style="text-align: center;"><u>Junior Academy</u></p> <p>ALL students in grade 11 as listed in ASPEN</p> <ul style="list-style-type: none"> • Assistant Head of School: Josue Sakata • CFC: Derrick Ward • Security Para: Aalem Moges • Social Worker: Rosa Fernandes 	<p style="text-align: center;"><u>Senior Academy</u></p> <p>All students in grade 12 as listed in ASPEN</p> <ul style="list-style-type: none"> • Assistant Head of School: Natacha Dieudonné • CFC: • School Counselor: Joao Gomes • Social Worker:

STUDENT SUPPORT SERVICES

Today, students are coping with a wide range of social, personal and familial issues that can hinder their academic success. Madison Park Technical Vocational High School recognizes that these complex issues cannot be addressed in a vacuum. Young adults need a host of resources in order to be successful and productive members of our society. Consequently, we collaborate with community agencies. This collaboration maximizes resources and bonds the school and community in sharing the responsibility for developing healthy citizens. Collaboration provides the necessary structure for the delivery of preventive as well as remedial support services to all of our students.

The goal of the Student Support Services program is to organize, develop, implement and maintain a comprehensive and coordinated system for providing services. In order for the services to be implemented and coordinated into a coherent delivery system, students who are at risk must be identified.

In order to access these services, a referral form must be completed. There is an online Student Support [Referral Form](#) which is located on the homepage of SIS. The form is designed to identify and document ongoing struggles of a student, like attendance or crisis issues. The form provides Support Staff room for a timely response. This referral form also guides the weekly Student Support Team meetings.

The Student Support Services office is located in the main office. The Support Services Coordinator is Jose Solis. He can be reached at 617-635-8970.

STUDENT SUPPORT TEAM (SST)

The Student Support Team is composed of a culturally and professionally diverse staff committed to supporting all Madison Park Technical Vocational High School (MPTVHS) students through a tiered system of support. Our team consists of Assistant Head of Schools, Social Workers, School Psychologist, School Counselors, Special Education Representative, School Nurses, Security Paras and CFCs. The Student Support team works collaboratively, with clear protocols, to listen to students and families, assess needs and strengths, and connect students to resources that are in coordination with best practices. At the foundation we aim to create a safe and welcoming space, to respect and amplify the voices of all students, and demonstrate a genuine love and respect for our students and their families.

The Student Support team believes that every student has gifts and strengths, can be successful in school and beyond, and that their cultural and linguistic backgrounds should be valued and honored. The Student Support team recognizes that many of our students face systemic challenges to academic success due to systematic marginalization and related challenges impacting their daily lives and creating barriers to success in the classroom and vocationally. The Student Support Services team aspires to create a school culture that promotes healing, empowerment, and strengthening skills to face challenges in the community.

The Student Support team's goal is to ensure that MPTVHS students feel safe, welcomed, and cared-for at school. The support staff envision a school community where students feel grounded and proud of who they are and know their worth. The team promotes student voice with the hope of our students developing the skills necessary to feel powerful enough to shape their lives. The support staff at MPTVHS hope that this love and pride reflected back to our students grows and they are able to spread this to others in their community through positive relationships and action.

Overall, the Student Support team at Madison Park Technical Vocational High School values accountability, and embraces those who hold us to higher standards, as we hold students and staff accountable to their responsibilities. In order to foster resilience and academic success we approach our individual and community level work with empathy, understanding, persistence, a growth mindset, and an appreciation and love of diversity. Our team works in coordination with a tiered system of student support and has multiple staff providing targeted services in all systems. As noted above, at the foundation we aim to create a safe and welcoming space, respecting and amplifying the voices of all students, and demonstrating a genuine love and respect for our students and their families.

Student Support Resources

- Student Support Handbook SY22
- Student Support Tree
- [Student Crisis Document: Immediate Response](#)

SCHOOL BASED HEALTH CENTER



The School Based Health Center recognizes the link between health and wellbeing and academic success. It is committed to promoting health and wellness for all of our students through a comprehensive school health program.

The School Based Health Center is designed to provide a broad range of physical and mental health services to Madison Park students. The Center works in

coordination with the Student Support Services and the two nurses. The Center is under the direction of a Physician's Assistant and provides physical exams, immunizations, tuberculosis testing, follow-up visits for illness or injury, prescriptions, lab work, STD testing, nutrition counseling, reproductive education and mental health counseling.

When students need to see a nurse, it is important that they are sent **with a Pass** to the **School Health Center** on the top floor of building 7 or second floor of building 2. If the students need assistance to reach the or are on the "high risk" list, they should be escorted by a teacher or other responsible person.



DEALING WITH HEALTH OR INJURY EMERGENCIES

*Call the nurse immediately (**ext 124 or 106**) and provide the nature of the emergency and location.

*Have a designated person waiting in a prearranged place to direct the nurse to the injured or ill person. The nurse will then take command and evaluate the situation.

In the case of a life-threatening emergency, call 9-1-1 immediately.

MADISON PARK SCHOOL BASED HEALTH CENTER TEAM

		
<p>Elizabeth Blair, NP</p>	<p>Sabine Jean-Louis, RN</p>	<p>Marnie Ryan, RN</p>

Madison Park Technical Vocational High School 2022-2023 Bell Schedule

Grade 9			Grade 11		
	Academic (Red Week)	Vocational (Gray Week)		Academic (Red Week)	Vocational (Gray Week)
7:30-8:32	Period 1	Period 1	7:30-8:32	Period 1	Period 1
8:35-9:37	Period 2	Period 2	8:35-9:37	Period 2	Period 2
9:40-10:42	Period 3	Period 3	9:40-10:42	Period 3	Period 3
10:45-11:05	Lunch (1)	Lunch (1)	10:45-11:05	Lunch (1)	Lunch (1)
11:08-12:10	Period 4	Vocation	11:08-12:10	Period 4	Period 4
12:13-1:15	Period 5	Vocation	12:13-1:15	Period 5	Period 5
1:18-2:20	Period 6	Vocation	1:18-2:20	Period 6	Period 6
Grade 10			Grade 12		
	Vocational (Red Week)	Academic (Gray Week)		Vocational (Red Week)	Academic (Gray Week)
7:30-8:32	Period 1	Period 1	7:30-8:32	Period 1	Period 1
8:35-9:37	Period 2	Period 2	8:35-9:37	Period 2	Period 2
9:40-10:42	Period 3	Period 3	9:40-10:42	Period 3	Period 3
10:45-11:47	Period 4	Vocation	10:45-11:47	Period 4	Period 4
11:50-12:10	Lunch (2)	Vocation	11:50-12:10	Lunch (2)	Lunch (2)
12:13-1:15	Period 5	Vocation	12:13-1:15	Period 5	Period 5
1:18-2:20	Period 6	Vocation	1:18-2:20	Period 6	Period 6

OSDC/RISE Program Bell Schedule

Time	Period
7:30-8:32	Period 1
8:35-9:37	Period 2
9:40-10:42	Period 3
10:45-11:05	Period 4 Lunch
11:08-12:10	Period 5
12:13-1:15	Period 6
1:18-2:20	Period 7

TEACHER SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
7:20-2:35	7:20-4:35	7:20-3:35	7:20-2:35	7:20-2:35	
7h25m	9h25m	8h25m	7h25m	7h25m	40
7.4	9.4	8.4	7.4	7.4	

- Teachers work 40 hours per week
- Teachers' day starts at 7:20am
- Teachers have 25 minutes for lunch
- On Mondays, Thursdays and Fridays, the workday ends at 2:35pm
- Tuesdays Teacher day ends at 4:35pm
- Wednesdays Teacher day ends at 3:35pm

STAFF POLICIES

Please note that all sections in italics below are direct quotes from [Superintendent Circulars](#)

Please see the Appendix for staff procedures in containment and fire drills.

All staff are required to review and follow the policies outlined in the following Boston Public Schools Superintendent's Circulars. The circulars are linked in the Appendix of this handbook:

1. EQT- 1_Nondiscrimination Policy Statement
2. EQT- 2 Bias-based conduct toward students, families or other third parties
3. EQT- 3 Sexual Misconduct Towards Students
4. EQT-4 Students and Gender Identity
5. EQT-5 Biased-Based Conduct Towards Employees
6. EQT-6 Sexual Misconduct Towards Employees and Other Third Parties
7. EQT-7 Accommodating Employees
8. SUP-20 Child Abuse and Neglect
9. LGL-13 Sexual Harassment
10. SHS-19 Smoking

STAFF ENTRANCE AND SIGN-IN POLICY

All staff should enter and exit the building via the garage or the main entrance on Malcolm X Blvd only. For the safety of all staff and students, there is no entry into the school through CVTE shops, NO EXCEPTIONS. Please **do not** prop any doors open. All staff are to sign-in in the Main Office by 7:20 AM. Please **do not** sign in for other staff members. Staff members arriving late are required to sign the Late Sheet. Staff that are late are expected to **TEXT their Assistant Head of School, CVTE Director or SPED Director.** Additionally, Staff are responsible to sign out at the end of their workday in the Main Office.

STAFF TARDINESS POLICY

The staff start time is 7:20 AM. Staff members are expected to sign-in by 7:20 AM to fulfill their professional responsibilities. Any staff member anticipating being late should call their Department Director or their Assistant Head of School with the estimated time of arrival. Staff arriving after 10:25 AM will be asked to take a sick day or personal day.

PERSONAL DAY POLICY

Teachers are entitled to use up to four personal days per school year. Any or all personal days not used in the year for which they were granted shall be added to the person's sick leave entitlement for use in subsequent years. Requests for personal days shall be submitted online at employeeconnect.boston.gov at least **3 days in advance** for the Head of School's approval. Please keep in mind that early requests help facilitate the process. , (Form in Appendix). No more than 5% of the teachers in the building shall be eligible for personal leave on the same day. (Article VIII, Q, 5, a)

SUBSTITUTES

Substitutes are only to be requested through the Computer System/[Sub Central](#). **Please do not ask a substitute to return without putting the requested sub into the system.** If you would like a particular sub, you can ask him/her; then put his/her number into the system. Substitutes who arrive and are not on the system will not be allowed to substitute on that day. Please note, the school administration may modify substitute teachers' assignments according to the needs of the school. Follow the directions closely when using the online system.

The system is used for all absences, including personal days and professional days. The computer has nothing to do with recording the reasons for absences or with payroll. It is only a means of assigning substitute teachers and recording system-wide attendance.

SUBSTITUTE FOLDERS (NON-EMERGENCY)

If you know that you will be out of school for a duration of time, please make sure you call in your substitute and that your Substitute Folders are to contain documents given to you by administration and left on your desk visible for the incoming substitute to locate.

1. Teacher's name, room number and schedule
2. Administrative assignment with location
3. Bell Schedule
4. Instructions regarding attendance and tardiness for both homeroom and classes
5. Updated class attendance lists
6. Legitimate/meaningful work for each class, and for the full duration of class
7. Information about any special accommodations for individual students

The substitute teachers must leave the class work and the attendance sheet with the secretary at the end of each day for the absent teacher. Teachers, please give the students credit for work that they do for the substitute teacher.

SUBSTITUTE LESSON PLANS (EMERGENCY)

If an emergency should arise where you are unable to make it to work, you will still need to use the Computer System/Sub Central to request a substitute. In this case Emergency Sub Plan will be used in order to deliver instruction. **Emergency substitute plans should have meaningful work for up to 5 days.** Any **handouts** should already be **printed out** and stored in the folder for **at least two (2) days** of instruction; enough for your entire roster.

Please provide an up-to-date Substitute Folder to the main office. **Emergency Substitute Plans are due September 14th** of the school year with the following information:

1. Teacher's name, room number and schedule
2. Administrative assignment with location
3. Bell Schedule
4. Instructions regarding attendance and tardiness for both homeroom and classes
5. Updated class attendance lists
6. Legitimate/meaningful work for each class, and for the full duration of class
7. Information about any special accommodations for individual students

POLICY FOR LEAVING THE BUILDING DURING THE SCHOOL DAY

Staff members requesting to leave school before the regular dismissal time should consult with their Department Director. If this person is not available, contact their Assistant Head of School. **Class coverage for all students in periods being missed must be clearly arranged by the departing teacher. Under no circumstances must a class ever be left unsupervised at any time.** Staff must sign the Sign-Out Book in the Main Office prior to leaving the building and again upon returning to the building. Staff must remember to sign-out when leaving the building for any reason, including lunch. If an emergency arises, then administrators and/or the secretary must be able to know your whereabouts. Staff leaving prior to Period 4 or prior to teaching three out of five periods will be asked to take a sick day or a personal time.

STAFF EMERGENCY CONTACT

All staff members will fill out an information sheet with contact information, car information and emergency contacts. Please note that in the event of a personal emergency, family members should be instructed to contact the Main Office in order to reach you.

POLICY FOR COMMUNICATION AND SOCIAL MEDIA

In order to streamline communication to students and families, teachers are asked to:

- Communicate with students **ONLY** using BPS email accounts (first initial last name@bostonpublicschools.org). [TalkingPoints](#) may be used in lieu of an email list.
- Use only ASPEN (Student Information System), Google Classroom or EdModo as supplemental online classroom resources.

Staff members must follow district policy as outlined below:

- *Employees and students are provided with district email accounts and online tools to improve the efficiency and effectiveness of communication, both within the organization and with the broader community.*
- *Communication should be consistent with professional practices used for all correspondence. When using online tools, members of the BPS community will use appropriate behavior:*
 - a) when acting as a representative or employee of the Boston Public Schools.**
 - b) when the communication impacts or is likely to impact the classroom or working environment in the Boston Public Schools.**
- *All communication sent by an employee using district property or regarding district business could be subjected to public access requests submitted through Freedom of Information Act (FOIA). Users need to be aware that data and other material/files maintained on the school district's systems may be subject to review, disclosure, or discovery. Use of personal email accounts and communication tools to conduct school business is strongly discouraged and may open an individual's personal account to be subject to FOIA inquiries. BPS will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies or government regulations.*
- **Guidelines for Online Communication:**
 1. *Communication with students should not include content of a personal nature.*
 2. *When communicating with parents/guardians of students, employees should use email addresses and phone numbers listed in the Student Information System (SIS) unless steps have been taken to verify that the communication is occurring with a parent/guardian that has educational rights for the student.*
 3. *When communicating with a parent/guardian, refrain from discussing any non-related students when possible.*
 4. *Employees who use internal or external social media (blogs, Twitter, Facebook, Instagram, etc.) are expected to refrain from discussing confidential information and/or discussing specific students. Information that can be traced back to a specific student or could allow a student to be publicly identified should not be posted on any social media sites.*
 5. *When using social media, employees are expected to refrain from posting any negative comments online about students.*
 6. *Employees are required to notify their Head of School/Head of Schools before setting up an online site to facilitate student learning. Employees are encouraged to monitor/moderate online communication to the best of their abilities.*
 7. *Employees are advised not to add any students/former students or parents as 'friends' or contacts on social media unless the site is specifically set up to support classroom instruction or school business.*
 8. *Employees may communicate with BPS graduates (+18 years old) on social media but should be advised to maintain professionalism and caution when communicating online.*
 9. *Employees are advised not to add parents/guardians of students as 'friends' or contacts on social media to maintain professionalism and to avoid any appearance of conflict of interest.*
 10. *Avoid responding to spam or phishing attempts that require a user to click on any links or to provide any account information. Note: BPS will never ask for a user's account password for any purpose and users are advised to report any suspicious requests for account information directly to the OIIT Help Desk (617-635-9200)*
(OITT-1 Acceptable Use policy)

FAMILY COMMUNICATION LOG

All teachers must maintain a log of two-way communication with families throughout the school year. This will be part of the teacher's evaluation for Standard III in the Teacher Rubric: III-A-1: Parent/Family Engagement and III-C-1: Two-Way Communication.

POLICY FOR MEDIA RELATIONS

Staff members must follow district policy as outlined below:

Any staff member who is contacted directly by a member of the news media must refer the reporter to the Communications Office, who will work with staff and the media outlet to respond appropriately to the inquiry.

(COM-2 Media Relations)

PARKING

Parking is available by permit only behind the school, in the garage, or on Malcolm X Blvd. Please do not park in the fire lanes, any designated reserved spaces, handicapped parking spaces, or block any bay doors at the rear outside of the building. Please do not park in labeled parking spots in the garage or risk being towed at the owner's expense.

VISITORS' POLICY

The school follows district policy as outlined below:

It is School Committee policy to welcome all parents and other visitors to our schools and to encourage their active support of and involvement in the schools. This policy permits parents and others to visit schools and classrooms and utilize school facilities including school parking lots, so long as the visits do not interfere with the work of students, teachers and/or other school employees.

*All visitors, including School Department personnel, are expected to report to the school office before going elsewhere in the building. They will be required to identify themselves (noting their name, affiliation and reason for the visit), sign in, and, before leaving, to sign out of the building. Visitors may be required to park in certain designated spaces or at certain designated times in school parking lots. All parents should be informed of these procedures through such means as is determined by the school. **(LGL-04 Visitors)***

Parents and guardians are invited to visit our school at any time. However, in order to identify legitimate visitors to the school facilities, every person entering the school must receive a visitor's pass. All visitors are required to enter the main entrance at 75 Malcolm X Blvd., provide a photo ID and sign in at the reception desk. A visitor's pass will then be issued. Visitors will be asked to identify themselves, to provide the name of the person they wish to see, and to state the purpose of their visit. Front door security staff must contact the staff member being visited to seek approval before allowing any visitors to enter the building. All visitors must be escorted throughout the building. All visitors are required to return the visitor's pass to the reception desk when they leave the facility. Visitors should have a reasonable means of identification that would allow school officials to have certainty about who the person entering the building is, and reasonable assurance of the legitimacy of the person's business at MPTVHS.

MPTVHS RESERVES THE RIGHT TO DENY ACCESS TO ITS FACILITIES TO ANY PERSON WHO CANNOT, OR WILL NOT, PROVIDE A REASONABLE MEANS OF IDENTIFICATION.

Children (including younger brothers, sisters, nephews, nieces, cousins and children of students) are not allowed in the school for safety reasons. **MPTVHS staff members cannot bring children to work as this poses a safety issue.**

FIRE/EMERGENCY EVACUATION DRILL PROTOCOL

When the fire alarm sounds the following steps must be followed:

Teacher Responsibilities:

1. Each classroom teacher is responsible to lead their entire class out of the building via the assigned exit route and wait with the class in their designated area. The classroom door needs to be closed and locked at the same time.
2. Teachers need to take a copy of their class attendance roster and check that all students are accounted for.
3. All students must remain with their class at all times.
4. Each teacher takes their students to a designated area and waits for further information.
5. Once in the designated area teachers will raise the Green laminated card if all students are present according to their attendance roster.
6. Once in the designated area teachers will raise the RED laminated card if all students are not accounted for. This will signal a need for an administrator to come to their assistance.

Non-Teacher Responsibilities:

All staff members must leave their offices or work area and exit the building locking the work area when possible. If students and other persons are in the area, they must leave with you.

Floor Administrator Responsibilities:

1. Floor administrators check all rooms, and bathrooms (student and staff) to be certain that all persons have exited the floor. When they are certain that the floor is clear of everyone, they can exit the building. This should be communicated to the Head of Schools as he requests floor clearance information Via Walkie/Talkie.

Physically Challenged Students and staff:

1. Do not use the elevator at any time for evacuation.
2. When the fire alarm sounds off any student or staff member that has walking difficulties or is in a wheelchair needs to proceed to the designated exit area. On the third floor, Building 2, proceed to room 2-332 where there is a window, next to the exit door. They must wait there until the fire department arrives to assist them. The floor designee will remain with them.

Remain calm and return to the building only when an administrator gives the order that is safe to return.

CONTAINMENT PROTOCOL AND INFORMATION SHEET FOR TEACHERS

What is “containment”?

Containment is a protective action used to safeguard faculty, staff, and students when there is Boston Police activity or a potentially dangerous situation near or in the school. (Adapted from BPS “Classroom Emergency Procedure”)

How will I know when we are a containment procedure?

The Head of Schools or other designee will announce the following via intercom:

Attention faculty and students: we are now in containment. Remain in your classroom. If you are in the hallway, stairs, or lavatory, move into the nearest classroom. Do not leave the room until told to do so.

What should faculty and staff do upon notification of containment?

1. Alert all students and staff near your room to proceed inside your classroom.
2. Check adjacent classrooms through interior doors for unsupervised students.
3. Lock or secure the classroom door and close the windows.
4. Move students away from windows and doors. Stay in your current location.
5. Take attendance. Verify the missing, the injured and extra people in your room. Write the names on the green and wait for someone to contact you for that list (maybe by Intercom or in person).
6. Stay with your students in the classroom until further instruction.
7. Only use the intercom to notify the office of emergencies or special needs.
8. Containment ends only when the Head of Schools or designee announces it via intercom or door to door.

What should I do if I am not a teacher?

All non-teachers must remain in their offices/worksite and lock doors. If you have a student(s) or other persons with you, they are to remain with you following steps 1-8 as above.

What else will be happening on campus?

1	Administration will lock exterior doors.
2	Designated marshals will check and lock bathrooms.
3	Administration will notify the police, guidance, library, auditorium, cafeteria, parents center, school nurse, health center, custodial staff, and John O’Bryant via phone or in person.
4	The Head of Schools or designee will notify families during containment via ConnectEd.
5	Administration or police will monitor cameras.
6	Administration or police will do room-by-room sweeps of the entire campus. They will engage any person not in the classroom.

7

The Head of Schools or designee will send a ConnectEd notice to all families within a short time after the all clear.

What should I do after containment?

1. Do not release the students. Wait for instructions Via intercom or in person
2. School personnel will come to pick up green feedback sheets.

Drill	Real Situation
Administrators in the hallways	Hallways will be clear
Parent, faculty and staff are sometimes warned of the event	No warning
Relatively short duration (approximately 1 hour)	Unknown duration
No cell phone	Use cell phone to call 911 or the main office

FACULTY SENATE

The Faculty Senate is elected each fall from the total staff. Members act as liaisons between all staff members and administration. The Faculty Senate addresses issues including BTU activities and policies, staff concerns, and occasionally matters of a social nature. Faculty Senate membership will be proposed each year at the opening BTU meeting and subject to staff interest.

ADMINISTRATIVE DUTIES

All teachers will be assigned two (special education or ELL teachers) or three (regular education teachers) administrative duties each week. Staff presence in the corridors and common areas contributes to a safe and positive climate. This duty will either be a hallway or a lunchroom duty. Teachers are expected to be on duty for the duration of the duty and to report any issues to a CFC or security paraprofessional.

All teachers must be in the hallways during passing time. Passing time includes the five minutes prior to the student lunch periods. For 9th grade Academic teachers, escorting 9th grade students to Exploratory is required. 10th grade career vocational teachers need to be available to clear the hallways in the career vocational technical areas during shop periods.

PUSH-IN ASSIGNMENTS

Many teachers have been assigned as a second teacher in a classroom to provide additional support for ELL, Special Education, or at-risk students. Although the primary teacher is responsible for planning, delivery and assessment, the push-in teacher must be present for all instructional time and play an active role in supporting students.

LEARNING CENTER

Mission:

The mission of the learning center is to address the specific and targeted needs of students with individualized education programs (IEPs). The Learning Center will teach learning strategies to remediate and compensate for their learning disability. In addition, the Learning Center will provide targeted assistance to students, either on a short-term basis or throughout a student's career at Madison Park TVHS.

Rationale:

Provide pullout support for students that need additional support with academic or vocational content
 Provide rule-based reading for students that have rules-based reading service on their IEP. 20 students.
 Provide short term interventions for students in crisis or returning from a long-term absence
 Provide a space for credit recovery

Programming:

Rules-based reading instruction- Wilson Reading- for students that have this on IEP
 SIPPS Plus - phonics based decoding and fluency program (all ESL teachers have been trained) SIPPS
 Study skill instruction for students with organizational/executive function challenges)

Staffing:

Mrs. Evelyn Martinez-Castillo
 Additional push in teacher(s) for periods 3-8
 Related service providers

A Week (46 kids per week) 12 kids per block 6 kids on credit recovery per block 4 "Home Base" Kids	B Week (46 kids per block) 12 kids per block 6 kids on credit recovery per block 4 Home Base" Kids
1-2	1-2
3-4	3-4
5-6	5-6
7-8	7-8

ATTENDANCE

There is no separate homeroom period. First period during week A classes is considered the "homeroom" class. Homeroom/first period teachers have the following responsibilities:

First Week of School

- Call families of all students in his/her homeroom to welcome them and introduce him/herself, verify addresses and phone numbers.
- Collect all forms from Boston Public School's handbook- acknowledgement of Code of Conduct, Media, etc. Turn into a secretary.

First-Period Teacher Responsibilities:

- Daily attendance should be taken during the first period.
- Do not take attendance before 7:40 am to allow students to get to class once they arrive at school.
- Make changes by sending an email to the registrar
- Call students' homes on the second day of absence and document it on SIS.
- On the third day send home an Attendance Warning Letter and notify the Guidance Counselor. The secretary in your Department will mail it for you. If you find out a student has withdrawn from the school or transferred, please notify the guidance counselor.

Subject-area Teachers Responsibilities around Attendance and Conduct

- Call home after the second consecutive day absent
- Notify the student's guidance counselor after 3 consecutive days of absence
- Teachers should also call parents/guardians in addition to sending warning notices when a student is failing.
- Call parents/guardians when a student causes a disruption in your class and write the incident under documents in SIS. Document on ASPEN (either journal or conduct) depending on the level of severity.

Teachers who have first period classes (**students' homeroom**) are responsible for those daily attendance calls if they miss your 1st period class. (*Please note this may be a different A/B week for 11/12 graders).

If a student is absent 3 consecutive days from your 1st period class, please reach out to the student guidance counselor and their Assistant Head of Schools. Please document ANY calls or emails on SIS under Journals. Please refer to the Student Handbook for student attendance policies.

Attendance and Conduct actions will be documented on ASPEN via the Journal or Conduct tabs.

Document through Journal on SIS	Initiate a Conduct Tab on SIS
<ul style="list-style-type: none"> ● You have low level classroom disruptions to document your actions. ● You make a phone call/email/text home ● You take an action and the behavior stopped/changed but you still want to document the student's behavior 	<ul style="list-style-type: none"> ● Incidents that require support from your Small Learning Community CFC or Security Paraprofessional ● When students have cut your class**** ● The same issue continues to persist after student warnings, conferences with students, and parent notification or other teacher-directed measures have been attempted. At least make three of these efforts (documented) before initiating a conduct tab.

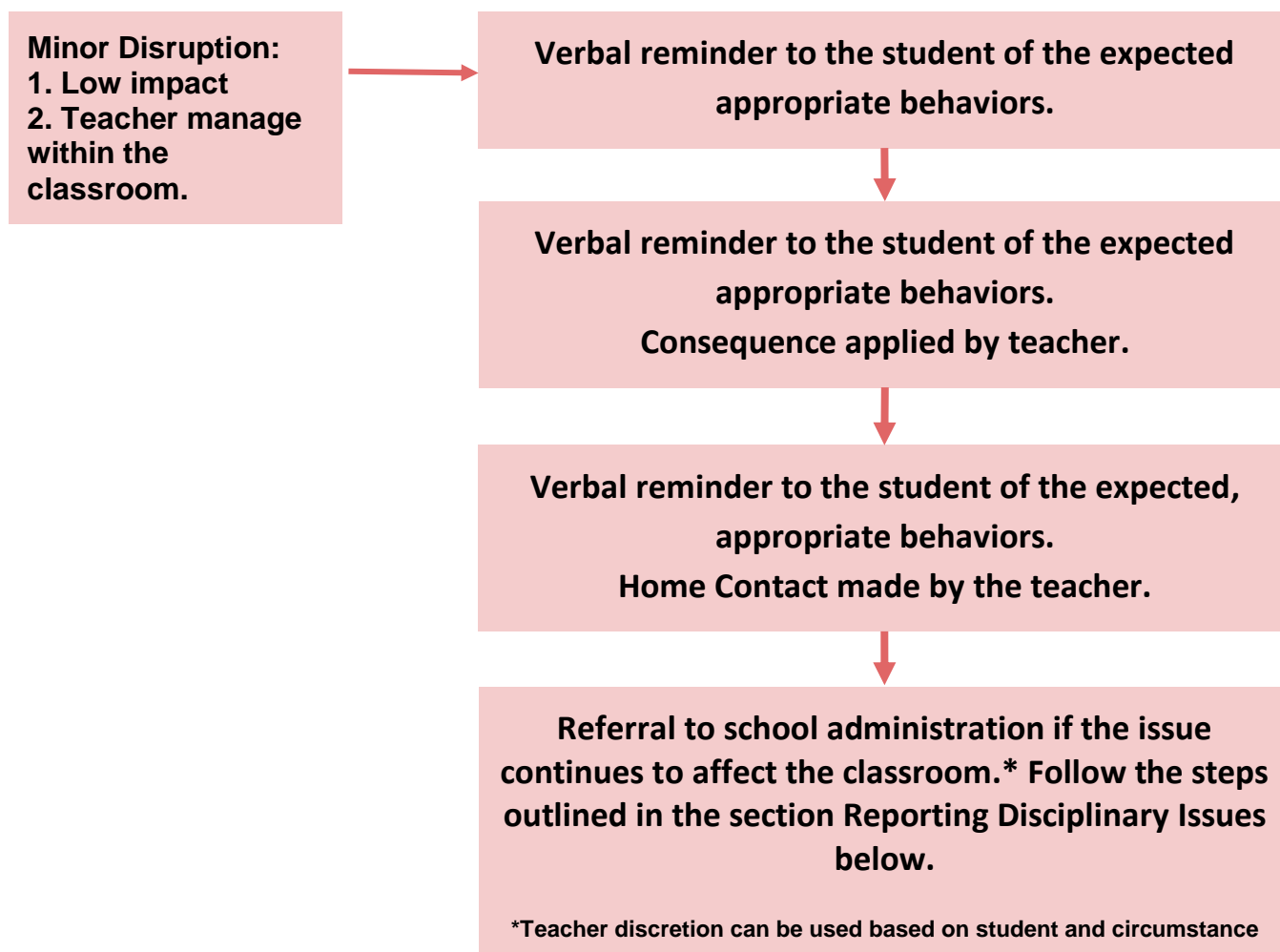
STUDENT DISCIPLINE

The following table provides examples of student disruption by level as well as overall guidance of how it should be handled. Please take a look at this table. Check in with your grade-level CFC and administrator if you have any questions.

Low Level Should be handled by the teacher (<i>consistent violation of this can be reported to the admin team</i>).	Moderate Level Teacher (<i>Teacher handled but could be reported to the admin team</i>)	High Level Requires incident report on Aspen and Notification to Administration
<ul style="list-style-type: none"> ● Unprepared for class ● Inappropriate clothing ● Incomplete homework ● Pushing and/or running in corridors ● Lateness ● Inappropriate footwear ● Talking in class ● Non-compliance ● Assembly behaviors ● Eating in corridors ● Bus behavior 	<ul style="list-style-type: none"> ● Inappropriate language ● Inappropriate use of electronic equipment ● Cheating on assignments, tests, quizzes ● Disrespecting teachers ● Lying ● Use of cell phones ● Teasing ● Not signing out properly ● Disrespecting teachers' personal spaces and property ● Cheating on cumulative exams ● Defiance 	<ul style="list-style-type: none"> ● Fighting ● Weapons ● Inappropriate use of emergency equipment ● Leaving school grounds without permission ● Use of or under the influence of drugs and alcohol ● Cheating on State Assessment ● <i>Racism & other forms of discrimination *</i> ● <i>Sexual Behavior **</i> ● Defacing school property ● Theft ● Defiance ● Inappropriate use of internet/print material ● Verbal aggression (uttering threats) ● Physical aggression ● Smoking on school property ● Use of matches and lighters on school property ● Vandalism ● Bullying (confirmed by Administration)***

* Refer to Supt. Circular EQT-2, Bias-Based Conduct Toward Students, Families, or Other Third Parties ** Refer to Refer to Supt. Circular EQT-3 Sexual Misconduct Towards Students *** Refer to Supt. Circular SSS-18: Bullying Prevention and Intervention Plan

REPORTING STUDENT DISCIPLINARY ISSUES



REPORTING STUDENT DISCIPLINARY ISSUES (Minor and Moderate Incidents)


Minor incidents and moderate ones that can be managed by the teacher should be recorded on Aspen using the Journal. You can create and manage journal entries for students. For example, A guidance counselor might create a journal entry for an email, call or meeting with a student. A teacher might create a journal entry for after-school help or a student academic conference. The Director of School Climate and Culture, members of the Student Support Team, CFCs, and Assistant Heads of School can see these entries.

The following images show how to enter journal entries on ASPEN:

To create or manage a student journal:

1. Log on to the District, Intermediate Organization, School, Staff, Health or Special Education view.
2. Click the **Student** tab.
3. Search for and select the student.
4. On the side-tab, select **Documents > Journal**.
5. Do one of the following:
 - To work with an existing journal entry, click the entry.
 - To add a journal entry for a student, select **Options > Add**. The New Student Journal page appears.

6. Use the table to fill in the fields.

Field	Description
Date	Today's date appears. Edit the date of the entry, if needed.
Time	The current time appears. Edit the time of the entry, if needed.
Duration in minutes	Type the number of minutes this entry occurred for.
Type	Click the drop-down and select the type of journal entry.
Reason code	Click the drop-down and select the reason code for this journal entry, if needed.
Is public?	If you select this checkbox, all users who have access to this student's information can view the journal entry. Otherwise, only the user that enters the journal entry can view it.
Comment	Type a comment about the journal entry. Click  to expand the Comment window.
Referral code	Click this drop-down and select the referral code related to this journal entry, if needed.
Follow-up code	Click the drop-down and select the follow-up code related to this journal entry, if needed.

7. Click **Save**.

Steps for Deeper Discipline Issues:

- Depending on the severity of the incident, call the office to notify a CFC.
- Depending on the severity of the incident the student may or may not be removed for a limited amount of time. Students may not be removed from class for a period lasting longer than 90 minutes without proper documentation and due process.
- Go to ASPEN and write the incident under DOCUMENTS.
- Notify the parent/guardian of the incident and record the parent/guardian response to the incident and add to your documentation. (BPS Policy 4.1)
- If the incident re-occurs within a reasonable time frame, notify the parent again and write the referral to submit to the administrator. (BPS Policy 4.1.2)
- If the incident does not re-occur within a reasonable time frame, then the process must be restarted.

Steps for Referral:

- Login to ASPEN/SIS
- Click **Initiate**
- Under workflow: select **conduct referral**
- Under student selection: select SELECTED
- Search for the student involved and select student
- Click NEXT
- Fill in prompted conduct referral details form
- Write a description of what happened and what you have done to date
 - PLEASE DO NOT USE OTHER STUDENTS' NAMES (ID numbers are OK)
- Click NEXT
- Click FINISH

What happens next:

- That referral is sent to the Coordinator of Academies and the CFC to which that student is assigned, by Academy
- The Coordinator of Academies or CFC will begin to investigate the incident and determine the level of intervention needed
- Schedule and Hold hearing ensuring "Due Process" is upheld
 - Must give parent notice of hearing time and date (Students with an IEP/504 must have a special Ed. representative at the hearing)
 - If they can't make it, they have 48 hours to reschedule
 - During this time student is LEGALLY allowed to be in the building receiving their normal education
- Coordinator of Academies will review evidence and render a decision
- If a student is suspended, a re-entry meeting will take place with the Coordinator of Academies or the assigned CFC.

How to submit a Conduct Referral:

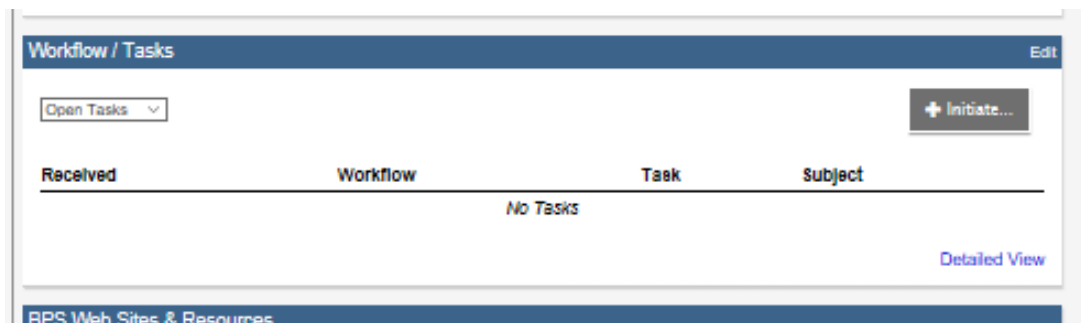
Step 1: Login into [SIS](#)

Step 2: On the home page, Scroll down to Workflow/Tasks

With **Tasks** checked, the Workflow/Tasks widget will appear on screen.

If you do not see the box that says *Initiate*: Click on your name on the top right and click on Set preferences. Select Home and be sure that the Tasks box is checked off.

Click **Initiate** to begin a Conduct Referral



Step 3: Select Conduct Referral

- Change date if not today's date
- The most typical way to select students is by clicking **Selected**. Select the student(s) from the popup list of students.
- Click **Next**

Step 4: Conduct Referral Details

- Category Field aligned to Code of Conduct
- Category selected drives Primary Incident Codes
- Fill in all lines that are required
- Hover over code for more detailed description
- Please describe the incident **not using other students' names (ID Numbers are OK)**

Category	<input type="text"/>	Victims	<input type="text"/>
Primary code *	7.1 Serious Offenses	# of Students *	<input type="text" value="0"/>
Physical Injury *	7.2 Assault & Battery Related	Victim/Target	<input type="text"/>
Additional Violations	7.2 Threat Related	Serious offenses that may result in expulsion/exclusion from school	
Incident Date *	7.3 Possession of Dangerous Weapons & Objects	# of Non-school *	<input type="text" value="0"/>
Incident Time	7.4 Felony Charge or Conviction	# of Unknown *	<input type="text" value="0"/>
Location *	7.5 Harassment, Obscene or Civil Rights Related	Offenders	
Administrator	7.6 Theft/Robbery Related	# of Students *	<input type="text" value="1"/>
Referring Staff	7.6 Vandalism Related	# of Non-students *	<input type="text" value="0"/>
	7.7 Network/Computer Related	# of Non-school *	<input type="text" value="0"/>
	7.8 Other Attendance Related		
	7.8 Other Behavior Related		
	7.8 Other Substantial Disruptions		
Restraint Used? *	7.10 Alcohol Related		
	7.10 Drug/Medication Related		
	7.10 Tobacco Related		

Step 5: Actions

- Referrals That **Must** Have Teacher Actions...
 - Cut class
 - Late to class
 - Left class
 - Tardy
 - Disrespect
 - Not following directions
 - Continuously and intentionally making noise
 - Disorderly conduct
 - Disruptions
 - Profanity
 - Obscene language, gesture, drawings
 - Insubordination

Initiate Workflow: Details Step 2 of 3

Conduct Referral Details

Victim:

Incident date:

Incident time:

Incident ID:

Category:

Incident code:

Incident location:

Physical Injury?:

Incident description:

Step 6: Click Finish to complete the Conduct Referral

Initiate Workflow: Confirmation Step 3 of 3

Workflow	Conduct Referral
Number to Initiate	1
Date	12/4/2017

BULLYING PREVENTION & EQUITY CIRCULARS SIGN OFF

After carefully reading the Bullying Prevention circular and all of the Equity circulars, please sign off [here](#) for the district.

Please click [here](#) to review the Office of Equity circulars in multiple languages. The Office of Equity [website](#) also provides other key resources. Key updates include:

- The addition of a circular regarding transgender and gender nonconforming employees' rights (EQT-09).
- The updating of a joint Equity/Health and Wellness circular regarding expectant and parenting students' rights (EQT-08).

Please note that all employees are obligated to report incidents involving students, and supervisors and managers are obligated to report incidents involving staff.

If you witness or become aware of conduct that you think may constitute bullying of a BPS student, please report it to your school leader, file an electronic report [here](#) (available in multiple languages), contact Succeed Boston at saws@bostonpublicschools.org or 617-635-8123, or call the district's Safe Space and Bullying Prevention Hotline at 617-592-2378.

Please click [here](#) to review the Bullying Prevention circular.

All employees are required to complete this process each year. The required Bullying Prevention circular and Equity circulars are:

- EQT-1: Nondiscrimination Policy and Statement
- EQT-2: Bias-Based Conduct Toward Students, Families, or Other Third Parties
- EQT-3: Sexual Misconduct Toward Students
- EQT-4: Transgender and Gender Nonconforming Students – Nondiscrimination on the Basis of Gender Identity
- EQT-5: Bias-Based Conduct Toward Employees
- EQT-6: Sexual Misconduct Toward Employees and Other Third Parties
- EQT-7: Accommodating Employees with Disabilities, Pregnancy, and Other Pregnancy-Related Conditions
- EQT-8: Expectant and Parenting Teens (joint circular with the Office of Health and Wellness)
- EQT-9: Transgender and Gender Nonconforming Employees – Nondiscrimination on the Basis of Gender Identity
- SSS-18: Bullying Prevention and Intervention Plan

MANDATED REPORTER OBLIGATIONS

All school staff are considered mandated reporters. The full advisory regarding your responsibilities as a mandated reporter can be found [here](#).

“The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from: 1) abuse, which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; 2) neglect, including malnutrition; 3) physical dependence upon an addictive drug at birth; (4) being a sexually exploited child; or (5) being a human trafficking victim...”

At the school, whenever you have **even a small level of suspicion** of abuse or neglect for one of your students, please do the following:

1. Immediately call or text the administrative team (your designated grade-level administrator).
2. Prepare a **written** follow up of your suspicion or the accusation, including as many details as possible Dr. Brown and your grade-level administrator.

Informing school admin fulfills your obligation as a mandated reporter if you follow both of the steps above.

You are also able to directly call in a report to DCF following the advisory linked above if for some reason you are uncomfortable going through admin.

GRADING POLICY AND SCHEDULE

Progress Reports & Report Card Schedule

Term	Start	End	Progress Report Distribution	Report Card Distribution
1	9/8/2022	11/10/2022	10/3 -10/14 2022	11/21/2022
2	11/14/2022	01/27/2023	12/2/2022 12/22/2022	2/6/2023
3	01/30/2023	4/6/2023	3/13/2023	4/27/2023
4	4/10/2023	6/22/2023	5/30/2023 Last day of school via Email	Last day of school
4* (seniors)	4/10/2023	6/7/2022	5/30/2023	6/7/2023 via Email Last day for seniors

***The last marking period will be adjusted in Spring, 2022 after the last day of school is established.** Student's grades can always be accessed through ASPEN. If you need help accessing ASPEN, please contact the Administration or Ms. Jen Foster, our registrar. *Students are recognized at award assemblies held after the first, second and third terms. The fourth Term award assembly occurs in September.*

SCHOOL WIDE GRADING POLICY

Term Grades and Final Grade assigned as a score of 0-100. Scores translate to letter grades and GPA as follows:

Letter Grade	Percent Grade	4.0 Scale	
A+	97-100	4	● 1 st term 25%
A	93-96	4	● 2 nd term + midterm 25%
A-	90-92	3.7	● 3 rd term 25%
B+	87-89	3.3	● 4 th term + final 25%
B	83-86	3	Final Grade = Term 1 + Term 2 + Term 3 + Term 4
B-	80-82	2.7	
C+	77-79	2.3	
C	73-76	2	
C-	70-72	1.7	
D+	67-69	1.3	
D	63-66	1	
D-	60-62	0.7	
F	Below 60	0	

- During term 1 and 2, students will get a minimum score of 50.
- All courses must follow the same grading weights and policy for Homework, Participation, Tests, Quizzes, etc.
- The grading weights and policy must be published in the class syllabus.
- Mid Term and Final Exams are part of the term 2 and term 4 grades respectively.
- Mid Term and Final Exams can be a written test, performance or culminating activity.
- **W (Withdrawal):** Teachers should not record a 'W' for a student, unless the teacher has been formally notified that the student has withdrawn from MPTVHS or from the class.
- **NC (No Credit):** must be given if a student (1) has more than 12 unexcused days of school/class for the year but would otherwise have received a passing grade and (2) has not yet made up the unexcused time absent from school/class. During the school year, students are given two weeks to make up time and work missed due to absence. If, at the end of the year, a student has an "NC" in a class, the student must attend summer school or credit recovery to restore the grade and credit.

SYLLABUS TEMPLATE

Teachers are required to use the appropriate syllabus templates. Open the link and make a copy in order to complete the template. These are examples. Consider the weight distribution of the grades. **No project, test or class assignment should weigh more than 25% of your overall grade.**

- [MPTVHS Academic Syllabus Template](#)

- [MPTVHS CTE Syllabus Template](#)

MIDTERM EXAM AND FINAL EXAM SCHEDULE

Midterm Exams – 3 days- January 25-27

Final Exams- 5 days- June 13-20 (or days 173-178)

- Assessment can be a test, performance task, presentation.
- Students only need to come to school for their exams.
- All students will be assigned 5 out of 6 time slots.
- Library and Upper Cafeteria are open and supervised all day all three days for students who need to stay in school when they do not have exams.

Grades 9-10

	Tues	Tues	Weds	Weds	Thurs	Thurs
Time	Grade 9	Grade 10	Grade 9	Grade 10	Grade 9	Grade 10
8:00-10:00	A week, 1/2	B week 7-8	n/a	CVTE	CVTE	n/a
10:00-10:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
10:30-12:30	A week, 3/4	B week 5-6	A week 5/6	B week 3-4	A week 7/8	B week 1-2

Grades 11-12

	Tues	Tues	Weds	Weds	Thurs	Thurs
Time	Grade 11	Grade 12*	Grade 11	Grade 12*	Grade 11	Grade 12*
8:30-10:30	A week 1/2	B week 7/8	A week 3/4	B week 3/4	A week 5/6	B week 1/2
10:30-11:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:00-1:00	CVTE	B week 5/6	n/a	CVTE	A week 7/8	n/a

*Jan only Midterm Exams – 3 days- January 25-27

[CVTE CAPSTONE PROJECT](#)

The Capstone Project is intended to focus on both process and product. Ideally, the project should reflect growth over four years, expertise and mastery of content and skills, professionalism, and readiness for college or/and career.

ATTENDANCE APPEAL BOARD

The Attendance Appeal Board is a forum in which a student can present the outstanding circumstances for being absent in order for his/her grades to be reinstated. The Attendance Appeal Board meets each marking term for students that have earned a passing grade but exceeded allowed absences. Students are required to attend a hearing with documentation for their absences. There are three potential outcomes to the appeal board:

- Appeal accepted - student absences are explained, and the earned grade is restored for the term
- Appeal denied- student gets F (no credit) for the term
- Contract- student is put on a contract for the following term.
 - If a student meets the requirement of that contract, credit will be restored at the end of the following term

EARLY DISMISSAL FOR STUDENTS:

As always, any student can be dismissed/signed out by their parents or guardians for important appointments or private reasons.

For students who are over the age of 18, they can sign themselves out, but it is strongly recommended that they keep it to a minimum, as excessive absences may intervene with their academic success. When students do sign out, they are asked to go to the main office and do it appropriately so that the school can track their attendance, and they should keep their own records of early dismissal as they may need it later to justify any attendance issues.

SCHOOL NORMING COMMITTEE

School norms are the common and often consistent practices, behaviors and protocols in a school that support the effective, productive and successful operation of a school. Through staff discussions and examination of the MPH student and staff handbook as well as the BPS Guide to Schools and Student Code of Conduct, the School Norming Committee has drafted a set of recommendations of school norms at Madison Park Vocational Technical High School.

SUSTAINING A WELCOMING SCHOOL CULTURE ~ MAINTAINING HIGH BEHAVIORAL EXPECTATIONS

1. Sustaining a Welcoming School Culture

Creating a welcoming school culture helps increase attendance and decrease tardiness.

Utilizing the benefits of our CTE vocational options celebrates our identity as a school.

2. Sustaining a Welcoming School Culture: Greeting Students

We know that it is important to welcome students to school.

We want to improve our consistency in this area.

***Common Practice:** All teachers should be at their door by 7:20 AM (as well as the start of all new classes), on time at the change of bell to greet students into the classroom and help clear the hallways. It sets a bad precedent when students are waiting for teachers. Students need to feel welcomed and that we all are excited about receiving them into our classrooms.*

3. Sustaining a Welcoming School Culture: Breakfast

More students are eating grab and go breakfast than last year's breakfast in the cafeteria.

We want to support the nutrition of students as well as cleanliness of classrooms.

***Common Practice:** All staff will encourage students to complete their meal as quickly as possible. Set clear limits and guidelines. For example, if they eat in the classroom, assign time limits, cleanliness expectations and clean up tasks.*

4. Maintaining High Behavioral Expectations: Make Up Class Time Missed

Holding students accountable to high expectations supports their growth and learning.

We want to improve student tardiness to class and the large staff sentiment that students are not held accountable.

5. Maintaining High Behavioral Expectations: Bespoke Bathroom Passes

All teachers will be provided with an official MPTVHS classroom pass, with their name printed.

***Common Practice:** Teachers will distribute color-coded passes to students every time a student exits the classroom.*

Teachers will follow the 10/10 or 15/15 min rule. Students will sign out of class utilizing a classroom sign-in/-out sheet.

CLUBS

Applicable Laws and Policy on School Clubs

1. 1984 Federal "Equal Access Act"

a. Essentially, the Equal Access Act states that a public school receiving Federal monies, that has a limited open forum, must provide equal access to all student groups who wish to have meetings on the basis of the religion, politics, philosophy, or other content.

(U. S. Dept. of Justice, 2000)

b. Schools must uniformly provide that: "the meetings are voluntary and student initiated; there is no sponsorship of the meeting by the school, government, or its employees; the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and persons not associated with the school may not direct, conduct, control, or regularly attend meetings or activities of these student groups." (U. S. Dept. of Justice, 2000)

2. MPTVHS SGA School Club Board Policy #1

- a. The topics/content of club's and/or their meetings must not be unlawful or interfere with the orderly conduct of educational activities within the school, and that students wishing to form a club must provide a proposal which states the purpose of the meeting(s), the time they wish to meet, and the location of the meeting(s)

3. MPTVHS SGA School Board Policy #2

- a. When advisers extend instruction by scheduling field/activity trips away from the school setting, parents are to be notified by a written notice sent home with the students.
 - b. School District personnel will take all normal precautions to ensure student safety on all trips.

* Obtain Parent/Guardian's Consent for Field/Activity Trips Form from MPTVHS office REQUEST field trip approval and transportation

- c. Obtained from each student participating in the trip the MPTVHS Field/Activity Trip Consent Form signed by the parents, unless the trip is a regularly scheduled curricular or extracurricular activity.
- d. Adult supervision must be adequate to ensure the safety and welfare of the students.

4. Madison Park Technical Vocational High School Fundraiser Policy

- a. A "Fundraising Event Form" must be filled out and approved by MPTVHS

Student Government Association & MPTVHS Administrative Office BEFORE you hold the fundraiser. Form available from the Office of Engagement

5. Club Extinction

- a. Clubs will be considered extinct and deleted from MPTVHS lists if there is no club activity for 1 calendar year.
 - b. Clubs must hold a minimum of one meeting/event per semester to remain an active club with MPTVHS.
 - c. Clubs must produce products and publish student works
 - d. If clubs are removed due to inactivity, they must resubmit this form to become active again.

If you are interested in advising a club, please fill out this [form](#).

FUNDRAISERS

Clubs who wish to have fundraisers must submit, through their teacher advisor, a **FUNDRAISER APPROVAL REQUEST FORM**, (See Form in Appendix) at least 10 days in advance to the Family Engagement Coordinator (Jewel Perry). The guidelines and any necessary signatures can be found on the backside of the sheet.

Management of Student Activity Program Funds:

To maintain proper control over student activity program funds the following procedures must be followed:

- 1. Statement of Purpose**-Every activity fund club or program must have a statement of purpose on file with the Business Director. The custodian of the fund should be clearly stated.
- 2. Record keeping**-Money collected for services rendered to the public should be documented. These funds should be accounted for by an issuance of pre-numbered receipt form, written promptly upon receipt of fund/s. In some cases, this receipt record may be in the form of pre-numbered tickets or cash registers.
- 3. Cash Reconciliation and Deposits**-All cash, money orders, and personal checks should be reconciled and turned into the Business Office at the end of every school day. In the event the Business Director is not available, funds should be turned in to the CTE Director, Program Director, Assistant Head of Schools, or Head of Schools for safekeeping.
- 4. Security Measurements**-Appropriate security measures, locked cash boxes should be used to protect all cash & cash items.
- 5. Services Price Lists**
Services price lists should be developed and posted in every classroom providing sales or services to the public.
- 6. Acceptable Payment Forms**
All payments should be made in the form of money orders or personal checks. Cash should not be accepted - with the exceptions of Cafe Cardinal, The Bakery, and Triple Hut. Personal checks may be accepted from Madison Park employees with proper identification driver's license, credit cards, and school identification card.
- 7. Purchases and Disbursements**
 - a) All requests for disbursements should be approved by the CVTE Director, Program Director, Assistant Head of Schools, or Executive Director, supported by proper documentation invoice, request for reimbursement/disbursement/transfer forms.
 - b) Expenditures should not be made on the basis of vendor statements.
- 8. Proper Use of Funds**
Funds raised by and from students' activities should be used in accordance with the stated general purpose of that activity group.
- 9. Inventory**
 - a) All fixed assets should be tagged, and a listing of these items should be maintained.
 - b) Physical fixed asset inventory should be taken twice a year.
 - c) Comparison of the actual physical inventory and the prior year report should be performed.

Any noted discrepancies should be communicated to the Business Director in the form of a report. Attached to this memorandum are some sample forms. If you have any questions, please telephone Ms. Tonie Marsh, the Business Director, at extension 180. All forms are located on the website http://www.madisonparkhs.org/apps/news/show_news.jsp?REC_ID=364272&id=3

KEYS

Mr. Gharooni will distribute keys. Please submit requests to him. It is imperative that locks not be changed and/or removed without proper authorization from your Department Director or immediate supervisor. There is a \$10.00 fee for replacement keys.

STAFF LUNCHES

The Staff Lunchroom is located on the B Level of Building 2 as well as the Upper Cafeteria in Building 7. Café 75 is located on the Second Floor of Building 7. Café 75 is a classroom for students and not always open for customers. Please be patient and understanding. There are sandwiches, soups, salads and hot specials with a range of prices. For faster service on orders “to go,” call ext. 111. Please refer to the Bell Schedule for Lunch Schedule.

STUDENT ACTIVITIES, FIELD TRIPS, AND GUEST SPEAKERS

Teachers requesting Student Activities including speakers, field trips, assemblies, celebrations and other events [must submit a request form](#) and other appropriate documentation **three (3) weeks before the activity**.

Field Trip Policy

MPTVHS adheres to the District Circular for all field trips, posted in the Appendix. Please follow all deadlines, policies and forms from this circular.

Field Trip Approval Procedure

- Please fill out the following [online form](#) four weeks before the field trip takes place. Teachers must include a list of students attending the field trip so that the form is processed
- Assistant Head of School will receive the Field Trip form request and roster for approval
- Teachers will receive notification of approval or rejection of the field trip. If approved, it will be added to the MPTVHS Calendar
- Teachers submit field trip paperwork (must be submitted two weeks before the trip date)
- The student list NEEDS TO BE SENT TO 48 HOURS BEFORE THE FIELD TRIP to the respective Assistant Heads of School.
- The teacher will be notified if there is a student on the field trip list that is not allowed to attend the field trip.
- If the student that is not allowed wants to know why they are not permitted to attend, they can speak with their respective Assistant Head of School.

Step Three (The day of the field trip):

Before you exit the building, it is the responsibility of the lead chaperone to send a list of students who actually attend the field trip to the registrar, Jennifer Foster at jfoster2@mybps.org. It is also the responsibility of the chaperone to review [The Field Trip Etiquette Form](#) and have all students initial and sign before leaving the building.

****All Field Trips scheduled within the 4-week period need to be approved by the Head of School****

TEXTBOOKS AND SUPPLIES

See your Department Director/Program Director for distribution of all books, materials and supplies. Books must be either bar coded or numbered, and teachers must keep accurate records on book distribution and

collection. Those students who do not return books, uniforms, equipment, etc. are expected to pay for these materials. Keep accurate records of all materials issued to students and make every effort to see that all materials are returned or compensated for. All funds to replace books should be submitted via your immediate supervisor to the business agent.

In an effort to preserve our textbooks, please adhere to the following policy in distributing and collecting textbooks. A record-keeping form is included.

1. Check all textbooks for current conditions. Note any markings, tears, missing pages. Notify the appropriate administrator to replace books.
2. Label all books as property of Madison Park Technical Vocational High School.
3. Number all books before you distribute them to students.
4. Write the student's name in the book and the year to be used. Indicate if the condition of the book is new, good or poor (use the front inside cover and write in ink).
5. Use Teacher Textbook Record Form to record the book number, date of distribution, students' homeroom, book replacement, estimated text cost, date of return and students' signatures.
6. Inform students that this book is the property of the Boston Public Schools. It is on loan to them for the school year. If it is destroyed or lost, he/she is expected to pay the estimated cost. Teachers should issue a receipt to the student and forward monies to the business agent via your immediate supervisor. Every effort will be made to replace the book upon receipt of payment. Books are to be returned at the end of the school year in the same condition that they were issued, without graffiti, highlighting or doodles.
7. Collect all textbooks at the end of the school year and return them to the immediate supervisor for proper storage. Have students sign off in the appropriate area when returning their books. Students will not receive a grade if books or payment are not received, unless a parent contacts the teacher or immediate supervisor.
8. Students leaving the school (transfer, alternative program) are expected to return all books or pay for them. Failure to do so will prohibit the releasing of grades, diploma or transcripts unless a parent contacts the teacher/immediate supervisor.

Thank you for your cooperation and adherence to this procedure. It should reduce the loss and destruction of your textbooks and allow for future use with incoming students.

PHYSICAL EDUCATION, HEALTH, ATHLETICS, & MARINE CORPS JROTC

All MPTVHS students are required to successfully pass two years of Physical Education as part of the minimum requirement for graduation. The Physical Education Curriculum in sports and fitness is organized for students to be completed over a two-year period. Health will be provided during sophomore year Physical Education. Electives are available to eleventh and twelfth graders

The Marine Corps JROTC Program is aligned with the Physical Education Department. At the beginning of each school year, students have an option to take Marine Corps JROTC in place of physical education. October 1st is the cut-off date for students to withdraw from Marine Corps JROTC. After October 1st, all students enrolled in JROTC must remain in that class for the duration of the school year.

Interscholastic Athletics is a vital part of the educational experience at MPTVHS wherein organized sports provide real life experience that enhance the academic knowledgebase, critical thinking skills, and personal development of our students. Sports offered at MPTVHS sports are:

Fall	Winter	Spring
<ul style="list-style-type: none"> ● Boys Soccer ● Girls Soccer ● Girls Volleyball ● Football ● Cheerleading (Co-Ed) 	<ul style="list-style-type: none"> ● Boys Basketball ● Girls Basketball ● Track & Field ● Ice Hockey ● Swimming 	<ul style="list-style-type: none"> ● Boys Baseball ● Girls Softball ● Track & Field

Uniforms and **Equipment** must be returned to the coach at the end of each season. Student-athletes are required to make restitution for all items lost, stolen, or damaged. Failure to make restitution will result in the forfeiture of school graduation privileges.

CRITERIA FOR ATHLETIC PARTICIPATION

- a. Parental Permission
 - b. 1.67 Grade Point Average (C-) in the equivalent of four major subjects in the marking term prior to the season
- c. Sports Physical within one year of the date of participation
- d. Acceptable Behavior as defined by the BPS Code of Conduct and School-Based Rules.

APPENDIX

ADMISSION POLICY

Choosing the right high school can have a significant impact on a child's high school experience. Madison Park Technical Vocational High School students learn through integrated hands-on, project-based activities and academic training that develop the skills to be successful in the workforce. Madison Park is one of thirty-nine regional and district career vocational technical schools in Massachusetts and is fully accredited by the New England Association of Schools and Colleges (NEASC).

Why Choose Madison Park?

- Graduates of Madison Park are uniquely prepared to pursue postsecondary educational opportunities or to immediately begin employment in their chosen career major equipped with the necessary technical skills and industry recognized credentials
- Eligible students may receive college credits while still enrolled in high school through agreements with Roxbury Community College, Bunker Hill Community College, Benjamin Franklin Institute of Technology or Wentworth Institute of Technology
- Cooperative education employment placement services for eligible students during their senior year as well as internships and job shadowing with business partners
- Students graduate with a high school diploma and a certificate of occupational proficiency

Admission Requirements

Madison Park admits students entering grades 9th and 10th with a good academic standing from a Boston Public School, Charter School, Private or Parochial School or from another Career Technical High School. Madison Park does admit students entering 11th and 12th grade, who are coming from another career technical high school on a case-by-case basis.

To access the Madison Park published admission policy with a detailed description of the admissions process; please refer to our [website at www.madisonparkhs.org](http://www.madisonparkhs.org).

This policy is intended to comply with the Technical Vocational Education Regulations 603 CMR 4.03 (6) and procedures of the Massachusetts Department of Elementary and Secondary Education. EQUAL EDUCATIONAL OPPORTUNITY

Madison Park Technical Vocational High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation, disability or homelessness status.

If there is a student with limited English proficiency, a qualified representative from Boston Public Schools will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant. Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations anytime during the entire application and admission process. Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect their admission to the school.

Freshmen are assigned their required Academic courses and Career Vocational Technical Education (CVTE) courses in a TWO-week rotating schedule

- Every other week during periods 5,6,7,8- Students will attend the CVTE Exploratory program or their scheduled academic courses
- **Term 1**-Students will go to ONE program each day until they see every program at MPTVHS. Students will be graded PASS/FAIL for the first Term. Each program will share the following:
 - Students will meet the teachers and learn how the related theory class and experiential shop are conducted; they can ask questions and review the textbooks, online programs and other interactive technology that is used in this CVTE program
 - Students will learn about the positions, salaries and different ways (pathways) students can achieve in this career field course and in the workforce associated with it
 - Students will also learn about the skills that will be developed and the many projects and certifications that can be achieved
 - Types of activities such as field trips, internships and paid Cooperative Job Placements will also be discussed
- **Term 2**- Students will select THREE programs that they would like to Explore in more detail. They will be assigned TWO additional non-traditional programs required by the state to introduce students to non-traditional careers.
- These week-long exploratory courses will help the student review and determine which CVTE program he/she will choose to study for the remainder of their time at MPTVHS. Grades will be traditionally calculated with a 100%.

MADISON PARK TECHNICAL VOCATIONAL HIGH SCHOOL BUILDING DESIGNATIONS

Building	Building Name
1	Adult Education and Re-engagement Center
2	Madison Park Technical Vocational High School - Academic & Freshman Academy
3	John D. O'Bryant School of Mathematics & Science
4	Nelson Mandela Physical Education Complex (Athletics Building)
5	John D. O'Bryant School of Mathematics & Science Building
6	Roland Hayes Music Building
7	Madison Park Technical Vocational High School - Academic & CVTE

Key to Classroom Signage:

First character indicates Building number, Second character indicates Floor number,

Third & Fourth characters indicate the Room Number; Example: 7-109 = Building No. 7, Floor 1, Room 09

FORMS

- [WORK ORDER FORM](#)
- [TECHNOLOGY REQUEST](#)



Madison Park Technical Vocational High School

75 Malcolm X Boulevard

Roxbury, MA, 02120

Telephone: (617)-635-8970

Fax: (617)-635-9831

<https://madisonpark.bostonpublicschools.org>

SAMPLE GRADE CHANGE FORM

Teachers who wish to make a grade change for a student must complete this form and submit it to their Grade Level Administrator for his/her approval and signature. The Administrator will then submit the form to the school Registrar for his/her review and grade change. Please complete the entire form.

Student's Name: _____

Student ID #: _____

Student's Vocation: _____

Homeroom: _____

Subject: _____

Year of Grade Change: _____

Term: _____

Course & Section #: _____

Original Grade Given: _____

New Grade to be Given: _____

Reason for Grade Change: _____

Teacher's Signature: _____

Teacher's Room #: _____

Date: _____

Approved: _____

Administrator's Initials

Not Approved: _____

Administrator's Initials

Reason for Disapproval: _____

Administrator's Signature _____

Registrar's Initials: _____

Date Processed: _____



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CP FORM

To: Teachers

Today's Date: _____

DATE OF ACTIVITY: _____

TIME OF ACTIVITY: _____

CONTACT PERSON: _____

ACTIVITY: _____

LOCATION OF ACTIVITY: _____

Student's Name _____ is requesting to attend a school related activity which will take place during all or part of your class period. If the student has three unexcused absences for this term, the student should not be granted a C.P. for any further activities this term, please feel free to make a comment.

If this student qualifies, please grant a C.P. and sign in the appropriate space below and allow the student to make-up all the work that is missed. This C.P. will not be included as part of the 9/3 percent attendance rule. Please mark student C.P. in your attendance book.

Please sign in the appropriate space:

Period 1	Period 5
Period 2	Period 6
Period 3	Period 7
Period 4	

Approved: _____

Date: _____



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FUNDRAISER APPROVAL REQUEST FORM

CLUB: _____

DEPARTMENT: _____

SPONSOR: _____

LOCATION: _____

DATE: _____

1. Give a detailed description of your fundraising activity.

2. State the educational experience students will receive from this activity.

3. State the purpose of the fundraising activity (include how proceeds will be used.)

4. What is the time frame for the activity (starting and ending time.)?

5. How many students will be involved in the activity (attach a list of students)?

6. How will the proposed activity make the school community more vibrant and interesting for students?

Signature of Department Director: _____

Date: _____

GUIDELINES:

- Fundraisers must be held after school or during school lunch in the student cafeterias.
- Fundraisers cannot be held during school. Candy cannot be sold during class.
- All fundraisers must be advertised in the Daily Bulletin.
- All students involved must wear badges identifying the name of the club/organization sponsoring the fundraiser.
- Results of fundraisers must be submitted to the Main Office five days after the activity.

(Please do not write below this line)

Student Activity Committee Action: _____ Approve _____ Disapprove

***Please return the form to Ms. Marsh - 10 school days prior to activity.**



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RESULTS OF FUNDRAISER

CLUB: _____

DEPARTMENT: _____

SPONSOR: _____

LOCATION: _____

DATE: _____

Description of item(s) purchased for fundraising

a) Total quantity purchased _____

b) Cost/items \$ _____

TOTAL 1 (a x b) \$ _____

c) Total Quantity Sold _____

d) Cost/Items \$ _____

TOTAL 2 (c x d) \$ _____

PROFIT (TOTAL 2 - TOTAL 1) \$ _____

Results of fundraisers must be submitted to the Main Office five days after the activity.



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SUPPLY REQUEST FORM

Supplies that are available from the Supply Room	Quantity	Supplies that are available from the Supply Room	Quantity
Rubber Bands		Staples	
Colored Markers		Index Cards – 3 x 5	
Scotch Tape (clear)		– 4 x 6	
Chalkboard Erasers		Glue – Stick	
White Lined Paper – 8 x 11		– Liquid	
Manila File Folders		Dry Erase – Markers	
Pencils with Erasers		– Cleaner	
Erasers		– Eraser	
Rulers		Composition Books (blue book)	
Graph Paper – 8 x 11			
Plain White Envelopes			
Chalk – White			
– Yellow			
– Multicolored			
Paper Clips – Small			
– Large			
Stapler			
Staple Remover			