



KIPP Academy Boston
Student & Family Handbook
2015-2016

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KIPP Academy Boston’s Mission

Our mission is to create an environment where students develop the academic skills, character strengths, and intellectual habits necessary to maximize their potential in college and in life.

Nondiscrimination

Consistent with G.L. c. 71, s. 89, no person shall be discriminated against in admission to KIPP Academy Boston or while a part of the KIPP Academy Boston community on the basis of race, sex, color, creed, national origin, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, homelessness status, proficiency in the English language or a foreign language, or prior academic achievement. Further, consistent with G.L. c. 76, s. 5, no person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by KIPP Academy Boston on the basis of race, sex, color, religion, national origin, homelessness status, gender identity, or sexual orientation.

If you have any question or concerns, please contact the following non-discrimination compliance coordinators.

<p>Any form of discrimination:</p> <p>Christine Barford and/or Nikki Barnes KIPP Academy Boston 382 Warren Street Boston, MA 02119 cbarford@kipppma.org rbarnes@kipppma.org 617-238-7300</p>	<p>Section 504:</p> <p>Stefanie Perry Director of Special Education 90 High Rock Street Boston, MA 01902 sperry@kipppma.org 617-388-0357</p>	<p>Title IX:</p> <p>Jacqueline Hayes General Counsel 90 High Rock Street Boston, MA 01902 jhayes@kipppma.org 617-942-1667</p>
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Responsibility & Accountability

Students, Families, and Teachers

The KIPP Academy Boston Commitment to the Pride, reprinted on the following page, represents some of the key responsibilities involved in being a member of the KIPP Academy Boston community. It is a three part document, detailing what is expected of students, parents/guardians, and teachers at KIPP. This is, in all senses of the word, a partnership. We know that when students, families, and teachers are all working together that anything is possible for our kids.

For students, the Commitment to the Pride provides an overview of what being a student at KIPP Academy Boston is all about. The Commitment to the Pride encourages the students to take responsibility for their own actions, follow the KIPP dress code, and respect the staff and each other at all times.

The document outlines broad expectations for teachers, parents, and guardians so that we can work together to provide the best possible education for your children. Parents will be active partners in communication about children’s progress, enforcement of school rules, helping their children academically to the best of their abilities, and making sure that their children are at school regularly and on time.

For staff members, the Commitment to the Pride is an important part of what it takes to be a successful KIPP teacher. KIPP teachers will work tirelessly to ensure that students in their classes learn, no matter what. They will also make themselves available to students and parents, and do their best to address any concerns they might have. KIPP administrators and teachers will work diligently to provide a safe and orderly environment in which students can achieve academic success.

Absence From the First Five Days of School

PLEASE NOTE: It will be assumed that any student who is absent for the first five days of school, without contact between the family and the school to satisfactorily explain his or her absence, will be assumed to have chosen not to enroll or to have withdrawn from the school.

To Contact Us

KIPP Academy Boston Middle School
385 Warren Street (“Warren Street Campus”)
Boston, MA 02119
Phone: 617-238-7300
Fax: 617-652-7461
www.kippma.org

We are committed to establishing and maintaining an open and respectful line of communication between families and KIPP Academy Boston (“KAB”) staff, each of whom has a phone number and email address listed in Appendix B of this handbook. Families should contact staff by telephone or email and understand that we will try to return calls within 48 hours in the event that a message is left. Families will also have an opportunity to meet with staff during report card conferences and other family events scheduled throughout the year. In addition, meetings can be arranged by appointment. A student’s advisor may also be treated as the point person in order to address any concerns or questions.

KIPP Academy Boston Commitment to the Pride

We will work hard to achieve the excellence we all deserve.

We will communicate openly and honestly.

We will offer help when we can and seek help when we need it.

We will celebrate success and learn from mistakes.

We will work to ensure everyone feels safe, respected, and valued.

We will be present and prepared to do our part.

We will hold ourselves and each other accountable for these commitments.

School Policies & Procedures

Hours of School Operation

In the pursuit of excellence, KIPP Academy Boston has an extended school day. This gives students more time for academic growth as well as non-academic enrichment. It also provides students the opportunity, time, and support needed to take steps towards realizing their potential, both academically and as people.

During our Summer Session, our school hours are as follows:

- Monday through Friday, 7:30 AM – 12:30 PM

During the regular school year, our school hours are as follows:

- Monday-Thursday, the regular school day lasts from 7:30AM to 4:30 PM.
- Friday, the regular school day will last from 7:30AM to 12:30 PM.

The school building will open to students at 7:15 AM Monday through Friday. **All students should be in school by 7:30 AM in order to be seated and ready for classes to begin. Failure to be in his / her seat by 7:30 AM will result in the student being marked “late”. Late students will be considered unprofessional and may need to make up missed work during lunch and/or recess.** Students should not be on school grounds after dismissal Monday through Friday without specific permission from the school.

Inclement Weather Closings

In the event of poor weather conditions such as heavy snow, flooding, fog, or hurricanes, please listen to local television or radio stations for relevant information regarding school cancellation. **KIPP Academy Boston Charter School follows the exact same delay and cancellation policies as the Boston Public School system.** If Boston Public Schools are closed, so is KIPP Academy Boston.

Attendance Policy

Given the fast pace and high expectations of KIPP Academy Boston’s curriculum, each school day is crucial to a student’s learning. **Regular attendance is required.**

Parents are expected to ensure that their child is in school; please do not allow your child to miss a day of school except in the case of a serious illness or death in the family. Excessive absences get in the way of student learning. We ask that families not schedule vacations or non-emergency appointments during school time. These will count as unexcused absences which may result in make work up as stated later in the missing work section.

All student absences including illness, appointments, vacations, discipline-related suspensions, etc. count as absences. **If a student exceeds 20 absences in a school year or 7 absences in a quarter, KIPP Academy Boston may retain the student. For purposes of calculating absences, 3 unexcused late arrivals = 1 absence.** Exceptions are made for court-mandated appearances with proper documentation and religious observances. Additionally, students are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply.

In order to help ensure that students do not exceed 20 absences in a school year, KAB has certain policies in place. They are detailed below:

- At each absence, KAB will contact the family via phone.
- At 5 absences, KAB will contact the family in writing.
- At 10 student absences (or 8 absences within the first academic quarter), KAB's administration will require a meeting with the student's family, during which a strategy aimed at improving the student's attendance patterns will be developed.
- At 16 student absences, KAB's administration will require a family meeting to discuss the very real possibility of retention due to excessive absences if the current trend were to continue.
- **KIPP Academy Boston reserves the right to retain any student who exceeds 20 absences.**
- In cases of truancy, KIPP Academy Boston Charter School may report the student and/or family to certain state agencies or file an official complaint with the court system.

Students who are absent from school cannot attend or participate in any school-sponsored events occurring on the day of the absence, unless they have been given advance permission from a school administrator.

According to M.G.L. c. 76 and c. 72, § 8, all students under the age of 16 are expected to be in school. All students under the age of 16 will be expected to comply with these laws and the school will follow procedures set out in M.G.L. c. 76, § 18 if the student does not comply with the law. In cases of truancy, the Principal (or his/her designee) will investigate the situation at hand. KIPP Academy Boston Charter School operates in compliance with Department of Transitional Assistance requests and requirements, which can include mandated reporting of truancy to appropriate state agencies.

KAB keeps accurate records of attendance and will make the records available for inspection by the Department of Education (DOE) as needed. All questions regarding student attendance and attendance records should be directed to the school's Office Manager and/or Principal.

If a student is absent for the first 5 days of school, or at least 10 consecutive days at any point during the school year, and there has been no successful contact between the family and the school to satisfactorily explain his or her absences, that student may lose his or her seat at KAB and may be considered un-enrolled from the school. Before this happens, KIPP Academy Boston will:

- Contact the family through every means given (each phone number, email address, and general mail).
- Contact the family through certified mail.

Lateness & Early Dismissal

At KAB, if a student is not in his or her assigned seat by 7:30 AM for any reason other than an issue with his/her bus, he or she will be marked as late in our attendance records. Late

students must check in at the main office before reporting to class. Each late will be recorded on student progress reports, and late students will be considered unprofessional.

If a student is dismissed early for any reason, he or she is responsible for any and all school work missed. **Commitments to teams and organizations outside of KAB are not reasons to leave school early.** While we understand the many important activities our students may be involved in, our day is planned purposefully so that each moment is important and should not be missed, as outlined in the Commitment to the Pride. It is the responsibility of the student to acquire the necessary assignments and/or materials to complete the work. Students must be dismissed from the main office and must check in with the staff member on duty there before leaving. Notification from the student and/or parent prior to the dismissal would be greatly appreciated when possible, as it assists KAB staff in compiling assignments, etc. to pass on to the student.

If a student needs to be sent home from school early due to a serious behavioral choice, a parent/guardian must come to school, meet with the Principal and/or teachers, and remove the student from school grounds. Students being sent home from school for behavioral infractions will not be dismissed unless the parent or guardian has physically come to the school (see Code of Conduct for more details), unless certain rare exceptions apply. Suspended students will **not** be allowed to ride the bus home and a meeting with the student, family, and teacher(s) will be required to come back to school.

Make-Up Work Policies

Students who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold students accountable for all missed assignments and assessments, as well as to ensure timely make-up work such that students do not fall behind academically.

Absent Folders—If a student misses a class for any reason (lateness, absence, early dismissal), the student’s missed homework assignments will be compiled in folders located in the main office. **It is strongly suggested and encouraged that students or their families pick up this folder between 3:15 PM and 5:00 PM on the day of his or her absence if possible.**

Homework and Missed Assignments—If a student is absent, late, or dismissed early for any reason, all missed assignments are due:

- By 7:30 AM the same number of days after the number of days they missed. For example: If a student misses Monday and Tuesday (2 days), he or she will be given Wednesday and Thursday (2 days) to complete the assignments missed. Saturdays and Sundays will be included as days that a student should use to complete his or her work.
- Assessments are dealt with under the same system. If a student were to miss three consecutive school days, all missed assessments (tests, quizzes, etc.) must be made up within the number of consecutive school days that the student had been absent.

In rare circumstances, exceptions to the make-up policy may be granted by a school administrator.

Closed Campus

Under no circumstances are students allowed to leave the floors of the school building which KAB operates, or use any exit other than the one directed to him/her by staff. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the main office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered in the morning, they may not leave the building unless a staff member escorts them.

Shared Space

The school is extremely fortunate to share space with another school within our building. Therefore, all members of KAB need to be thoughtful and respectful towards members of our collective community.

- Students should never be on other floors without a staff member or explicit permission from school staff. Students are expected to remain in designated areas while at KAB. If a student is found in an undesignated area, he/she will face consequences as outlined in the Student Code of Conduct.
- Students will exhibit professional and courteous behavior whenever traveling to or walking in other parts of the buildings.
- KAB students will respect the authority of staff members in the other school.
- If a KAB student has a negative interaction with any member of our collective community, the student should inform a KAB staff member and allow the School Leader or his/her designee to resolve the situation.
- Students traveling to and from school on foot need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and remember that they are representatives of KIPP and treat all neighborhood community members with respect. Should students not follow these expectations, they will earn consequences as if they were in school at the time.
- Families who drive their students to or from school must not block access to the school or cause other disruptions to the traffic pattern.
- In general, all members of the KAB community need to be sensitive to how their actions affect the school's neighbors in and around the school.

Breakfast, Lunch, & Snack

We believe that good nutrition plays an essential role in helping our students develop their academic and character skills. We offer breakfast, lunch, and an afternoon snack for all of our students. If you believe that your family may qualify for Free or Reduced Price Meals, you will have the opportunity to fill out the form at the beginning of each school year. You will be notified if you qualify. If you qualify, you will not be charged for meals or be charged at a reduced rate. All students receive a free snack each afternoon. Since nutrition is so important and there are many food allergies that exist, students may not bring food containing nuts, soda, or candy. Students also may not share food that they bring with others during lunchtime.

Restrictions on Bringing Food/Beverages to School

Due to having students on campus with severe nut allergies, **KIPP Academy Boston is a nut-free campus.** We ask all parents to help enforce this policy for the safety of our students. No food should be brought to school that contains nuts or nut residue, including for lunch or snack.

Dress Code

Students at KIPP are expected to follow our dress code any day that they come to school. The goal of our dress code is to help our students stay focused on their work, to represent themselves in a neat and professional manner, and to keep them safe. Any clothing that goes against these goals are not to be worn to school. Hats are never permitted, and anything that is distracting must be removed and will be held by a teacher.

Shirts/Tops:

- Until each student earns his/her KAB shirt, he/she should wear a plain white t-shirt or polo shirt without any logos.
- After each student has earned his/her KAB shirt, he/she must wear a KAB shirt neatly tucked in each day.
- Students may wear a KAB sweatshirt. *Since the temperature in the building with change, we highly suggest having a KAB shirt underneath whenever a sweatshirt is worn.*
- Students may wear a white long sleeved t-shirt under his/her KAB shirt. No other colors may be worn under KAB shirts.

Pants:

- Students may wear black, navy blue, or beige kakis that are not too tight and have no rips, tears, pictures, or designs on them.
- Students may wear black or blue jeans that are not too tight and have no rips, tears, pictures, or designs on them.
- Students may wear shorts or skirts when the weather is appropriate that are at least as long as the tip of students' fingers when they are at their side and follow the same guidelines as the pants listed above.
- Students may not wear jumpers or dresses which cover their t-shirts.

Belts:

- Students must wear a belt that fits each day.
- No large or distracting belt buckles or designs are allowed.

Shoes:

- Students must wear closed-toe shoes athletic shoes each day. No boots will be allowed once students enter the building. If students wear boots during snow or rain, they must bring a pair of shoes to change into.

Jewelry and Accessories:

- Students may wear stud earrings (no hoops or dangles).
- Students may wear one bracelet per wrist.
- Students may wear necklaces if they are tucked into their shirts and are not distracting.
- Students may wear up to one headband that is functional.
- Students may not wear scarves that cover their heads except for religious purposes.
- No bandanas may be worn.
- Students may only wear glasses and barrettes that are functional and do not cause a distraction.

Makeup:

- We should never know if a student is wearing makeup – anything distracting will need to be washed off.

Socks/tights:

- Students may wear any socks with their pants as long as they don't cause a distraction.
- If students wish to wear knee-high socks with shorts or skirts, they must be solid white, navy, or black.
- Leggings or tights must be either black, beige, white, or navy.

Cell Phones and Other Electronic Devices

Students are permitted to bring cell phones and other electronic devices to school provided they are:

- a. Turned off
- b. Kept in the student's book bag

If at any point a student is found to have an electronic device that is turned on and/or on his or her person, the device will be immediately confiscated by a staff member. Failure to follow the rules for electronic devices may result in:

- Confiscating the device until a parent comes to claim it
- Loss of the privilege of bringing devices to school
- Other consequences described earlier in the Student Code of Conduct
 - **1st Offense** – student may take the phone home at the end of the day.
 - **2nd Offense** – parent will be contacted to come and pick up the phone or approve the student taking it home.
 - **3rd Offense** – parent will be contacted and student will need to turn in phone each morning in the Main Office or Reflection Room until further notice. Student will receive phone at the end of the day to take home.

Please note that students' book bags are sometimes left unattended during the school day, and we cannot guarantee the safety of devices left in them. Therefore we strongly encourage students not to bring expensive electronic devices to school.

Internet and Use of Technology Policy

The Internet and other on-line resources are provided by KAB to support instructional programs and appropriate student learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited to the school setting. For this reason, KAB will make every reasonable effort to ensure that the resources are used responsibly, and will further require that every student and parent sign the Acceptable Internet Use Agreement in Appendix C before Internet access is granted.

STUDENT AND PARENT AGREEMENT

It is important to understand that student use of the Internet at KAB is a *privilege*. If used properly, this resource can greatly enhance a student's learning experience and provide students with countless hours of exploration. However, anyone who uses the Internet improperly or for purposes *inconsistent* with the educational program at KAB will lose all network privileges.

Acceptable and Unacceptable Uses: The intent of KAB in providing Internet connectivity is to support learning consistent with our academic programs. We expect students to use the Internet to pursue intellectual activities, to access libraries and other resources, and to further their education at KAB. A student's online conduct is ALWAYS subject to the general Code of Student Conduct at KAB.

Some parts of the Internet contain material that is *not* suited for students and is *not* supportive of KAB's educational activities. Students are not allowed to use the Internet at KAB to access such materials, including sites containing inappropriate or obscene content. It is likewise improper to use the Internet in any manner that supports any illegal or unethical activity, or for commercial or for-profit purposes.

KAB utilizes industry-leading technology (DNS Content Filtering) to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, KAB cannot guarantee the appropriateness of all materials accessed by the students on the Internet.

Although the following list is not intended to be comprehensive, it provides a sampling of some of the unacceptable uses of the Internet that could result in the suspension or revocation of a student's on-line privileges:

- Using the Internet for any illegal activity, including violation of copyright or other laws (copyrighted material may not be placed on the system without the author's permission and users may download copyrighted material for their own use only);
- Revealing any personally identifiable information about yourself or any other student or staff member on a social networking website or chat room;
- Cyber-bullying (defined as traditional bullying using any electronic media)

- Sending or displaying offensive pictures or graphics, using obscene language, or harassing, insulting, threatening or abusing other network users;
- Any on-line activity that encourages the use of drugs, alcohol or tobacco, or that promotes unethical practices or any activity prohibited by law or district policy;
- Posting, sending or displaying any personal identification information of any minor
- Using the Internet for financial or commercial gain;
- Degrading, vandalizing or disrupting equipment, software or system performance or the data of another;
- Attempting to gain unauthorized access to resources or entities;
- Invading the privacy of others or using an account owned by another user;
- Posting anonymous messages or messages with a false identity;
- Downloading, storing or printing files or message that are profane, obscene, or that use language that offends or tends to degrade others;
- Playing unauthorized games on the Internet;
- Computer piracy, hacking, or any tampering with hardware or software;
- Activities that allow a computer or network to becoming infected with a virus or other destructive influence.

Google Apps for EDU: As part of our mission to ensure all KAB students will succeed in College, KAB utilizes Google Apps for Education to promote collaboration and communication between our students and teachers. As a KAB student, your child will have the option to receive a Google Apps user account in the KIPPMA.ORG Google Apps for EDU domain and have access to G-Mail and other Google Apps for EDU.

Google Mail (G-Mail): KAB Student may receive an account with an email address [@hs.kippma.org](mailto:hs.kippma.org) (high school students) or [@ms.kippma.org](mailto:ms.kippma.org) (middle school students). KAB Schools will filter student emails so that students are only allowed to send and receive emails within the KAB domain and will not be able to send or receive emails outside of the domain. KAB will not archive or retain any deleted student email.

Google Docs: Google Docs provides word processing, spreadsheet, drawing, and presentation software similar to Microsoft's Office suite. However, Google's applications are completely online, allowing access from any location with Internet connectivity. Google Docs also allows students to collaborate with other students and teachers in real-time as well as electronically submit homework items to their teachers.

Google Accounts Access Restriction: If there is reason to believe that violations of the law or of KAB policies have occurred, a student may be prevented from any computer and account access until such time as an investigation can be performed.

Security: KAB cannot and does not guarantee the security of electronic files located on the Google Apps system or servers. Although Google does have a powerful content filter, redundancy and backup solutions in place, KAB cannot assure that students will not be exposed

to unsolicited information nor that data saved within the Google Apps system will always be available. KAB will not be held responsible in the event that student data become irretrievable or inaccessible.

Privacy: KAB reserves the right to access any student account content (email, documents, etc.) without consent from the student or parent/guardian at any time for any reason. KAB will not provide student account access information (username/password) to parents, however parents can request that an account be suspended if they no longer wish their child to have access to the Google Apps account. If parents have reason to believe their child is being threatened or bullied in any way, KAB Staff will review the students email and respond to any findings according to school policies.

Academic Policies

Grading Policies

KAB courses are organized into quarters. Students and parents will receive report cards four times during the course of the school year in addition to periodic progress reports in between the grading periods.

Grading Scale

KAB grades on a number system aligned with letter grades. Refer to the chart below for number grade, letter grade, and grade point alignment. Grade points are used to calculate a student's grade point average (GPA). Note that KAB does not award "D" work. Assignments, including class work, projects, labs, homework, quizzes, exams, and all graded work receives either a passing or failing grade.

Number Grade	Letter Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Progress Reports and Report Cards

Each quarter, progress reports will be sent home midway through the grading period. Grades will close at the end of the quarter, and formal report cards will be distributed shortly thereafter. Progress reports will be sent home midway through each quarter so that parents and students can keep track of how students are progressing in classes. At the end of the first and fourth quarters, each family will have a report card conference with their child's teachers. Conferences at other times in the year are always available upon request of teachers, students, and/or families.

Additional Academic Supports

At KIPP Academy Boston, we pride ourselves on working constantly to help our students in their pursuit of academic success. In addition to the support we give all students at KIPP to assist them in their academic endeavors, there are also supports in place for students with specific learning needs (e.g., Special Education students, English Language Learners), there are several specific ways in which students who need extra help are supported by our staff. Please call your child's teacher(s) if you are ever concerned about how your child is doing to figure out which of these will be the most effective for any situation.

- **Small group remediation and differentiation:** Students needing extra assistance in a subject will have time created during the school day for a small group remediation session. These sessions will be scheduled based on individual student needs as well as capacity within teachers' days.
- **Teachers Available By Phone and Email:** Students can reach any staff members by cell phone until 9:00 PM. This is an integral part of our "No Excuses" motto; if a student is ever unclear about an academic assignment or anything on the upcoming KAB schedule, he/she is able to speak to a teacher directly. There will be evenings when teachers are unavailable, and students should be sure to leave a message and try to contact another staff member for help.
- **Individual or Small Group Help:** Students who find themselves struggling in a particular subject can make personal arrangements to work with the teacher of that class to improve their performance. These 1-on-1 or small group meetings can take place during after school or whenever the teacher and student(s) are available.

Student Advisors

All students are also assigned to an advisor for our daily advisory program. Advisors will develop and maintain close relationships with their advisees throughout the school year. Families should expect to hear updates from their child's advisor on a regular basis. Families should also see their child's advisor as the point person for all non-subject specific questions and concerns.

Advisory will serve as a time for students to check in on goals and academics with advisors one-on-one, learn study skills, and learn about working with peers. Advisory groups will consist of

no more than twelve students, so a strong team is formed, and all students feel connected to a smaller group within our school.

Promotion Policy

In order for a student to be promoted to the next grade, (s)he must:

- Pass all academic classes with a grade of 70 or better for the year.
- Demonstrate at least .5 year worth of growth in reading.
- Not miss 20 or more days in the school year.

If a student does not meet all of this criteria, (s)he may be retained. A student will be retained if (s)he does not meet two or more of the criteria listed above. Parents and students will be informed through meetings throughout the year if a student is not on track to meeting this criteria. All final decisions and exceptions regarding retention and promotion will be made by the principal. Students with special needs will be evaluated based on achievement of IEP goals.

Athletic and Extracurricular Activities

It is the philosophy of KIPP Academy Boston that all students will achieve high academic standards. We also consider extracurricular activities to be a significant piece of our overall student experience. The school provides equal opportunity for all students to participate in intramural and interscholastic sports and does not exclude students on the basis of race, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. While we consider participation in extra-curricular activities and athletics an important part of our school, participation in these activities is considered a privilege. Therefore, all 6th – 8th grade students will follow the academic eligibility policy stated below in order to participate in all school activities.

- Students must be passing ALL of their classes in order to participate in any of our athletic programs.
- The student and parent will be notified by the teacher(s).
- Students may not be eligible to rejoin the team until the next progress report or grading period.
- If a student is absent the day of a game or practice they will not be able to participate in their extra-curricular activity. They also are not allowed to attend the boys or girls games.
- If a student misses the practice before a game the student will be able to travel with the team but will not be able to suit up. (Ex. If a student misses practice on Wednesday, and we are off Thursday, they will not be able to play in their game on Friday.)
- If a student has ISS (In School Suspension) or any other suspension they will not be eligible to travel or participate. They also are not allowed to attend the boys or girls games.
- A student that has visited a physician due to an injury will not be able to participate until a note is received from the physician stating the individual is cleared to play.

Code of Conduct

PURPOSE

KIPP Academy Boston Charter School has created a Code of Conduct in order to create a learning environment which helps students to build the strong character and academic skills necessary to live a life of choice. Our goal is to help students to see their behavior as a choice which can earn rewards such as trips, excellent grades, and college just as negative choices will earn consequences. The following Code of Conduct outlines behavioral expectations and some potential consequences for inappropriate choices students may make.

OUR PHILOSOPHY

For students to be successful long after they leave our school, they will need to develop strong habits of mind and social skills. Students who make choices not to behave in a way that helps them and others around them succeed will be re-directed and may be removed from peers in order to help facilitate this growth. We have defined our behavioral standards based on the core values of KIPP Academy Boston: grit, self-awareness, pride, bravery, and zest. We also believe firmly in teaching students that everything is earned. Therefore, we strive to make each reward and consequence link to the behavior and teach our students that their behavior determines their outcomes. This is the basis of our Student Code of Conduct.

BEHAVIORAL INFRACTIONS

The following list of choices is not comprehensive; it offers examples of inappropriate or unacceptable choices students may make. While we have stated possible consequences for certain choices, the KIPP Academy Boston staff has sole discretion to determine the consequences of each incident occurring:

- While the student is on school grounds or traveling between school and home
- During school-sponsored activities and trips
- During all other school-related events
- Off of school grounds that result in substantial disruption to the learning environment

The three rules of KIPP Academy Boston are: work hard; be kind; think. We believe firmly that each of our expectations relates to these rules and that students can and will meet each of these expectations while a part of our community.

Enforcement of KIPP Academy Boston's Code of Conduct is based upon a framework of progressive discipline. Specifically, minor infractions result in less severe consequences while larger infractions result in more severe consequences. Each consequence has a goal of teaching our students to make better, different choices the next time they are faced with the same or similar situation.

PROFESSIONALISM

Our culture is based on teaching our students what it means to be a PROFESSIONAL at KAB and rewarding/holding students accountable for being PROFESSIONAL.

- We believe that students who are consistently professional earn trust, freedom, and responsibility and leadership roles.
- We believe that students deserve a clean slate every day and every class.
- We believe that holding kids to a standard of professionalism will allow us to spend the most time on learning.
- We believe that students need to be held accountable for the choices that they make.

PROFESSIONAL STUDENTS DEMONSTRATE:

Pride

- **Ready to Learn.** Arrive to class on time, prepared and dressed professionally.
- **Get Quality Work Done.** Complete all work to the highest expectations.
- **Be Kind to Everyone.** Treat teachers, visitors, families and each other with respect.

Zest

- **Talk the Talk** Participate in class discussions, ask questions, challenge and encourage teammates.
- **Own Your Learning.** Ask and answer questions, dig deeper.

Bravery

- **Take Risks, Fail, Take More Risks.** Answer questions even when unsure, volunteer to do something in front of the group.
- **Stand Up for What's Right.** Tell the truth, even when it's hard.

Self-Awareness

- **Manage your Emotions.** Keep calm when upset and advocate for a solution appropriately.

Grit

- **Struggle (Joyfully).** Dig into work quickly, try to figure out a problem before asking for help.
- **Persevere.** Keep working even when things are difficult (academically and emotionally).

Unprofessional and Neutral:

By the end of each class, students should have earned a Professional, Neutral or Unprofessional status based on their choices. Because we have a growth mind set, a student may have a rough start to class (being unprofessional) and make better choices to earn professional by the end of class. In general, a student's move from unprofessional to neutral or professional needs to be indicative of the overall class period. We narrate, teach, and describe professional behavior.

Usually, we will not make a judgment or inform the student of their status until the end of class. In most situations, this will be done privately.

Professional:

- Professional does *not* mean perfect.
- Professional means that you did your work, followed directions, and may have needed a quick fix.

Neutral:

- Neutrals are mistakes that are made while the student is being kind.
- Neutral means that the student's behavior had a minor impact on learning time (theirs or the classes).

Unprofessional:

- Unprofessionals are a major breach of culture (sucking teeth, refusing to put their head up, refusing to work).
- Unprofessionals have a major impact on learning time.

Automatic detention:

- Gross disrespect, usually public, to a teacher or teammate.
- Students earn automatic detention (automatically) if they are removed from class.

ESCALATION SCALE

- **3 Unprofessionals in one day** = 1 Day of Detention
 - Detention is held during electives
- **3 Unprofessionals in the same class in 1 week** = 1 Day of Detention
- **2 detentions in one week** = Friday Detention
 - If you are not handling business in Friday Detention, you may incur another day.
 - Friday detention would begin after shout outs for the adult who is managing this.
- **2 days of OSS** = definite loss of quarter trip

SUSPENSION

At times, particular choices warrant consequences that are more severe than detention, but less severe than expulsion. Therefore, KIPP Academy Boston may use an In School or Out of School Suspension.

When a student repeatedly does not follow the expectations for detention, he/she will earn in school suspension.

This consequence will last for a predetermined number of days. Failure to adhere to the guidelines of in school suspension will result in additional days. An attempt or attempts to

contact a parent or guardian to inform them of the consequence and the behavior that led to it will always be made in the case of in school suspension.

At KIPP Academy Boston, we believe it is very important to keep students in school as much as possible. However, some severe behaviors will result in a student being suspended from school. Some choices that may earn in school OR out of school suspension include, but are not limited to:

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, visitor, or school transportation provider
- Physical assault of another student
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar or profane language
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling
- Serious forgery, plagiarism, or cheating
- Lying
- Leaving school grounds without permission
 - If a student leaves the school grounds without permission, the police and parents will be contacted immediately.
- Being charged with a felony (see M.G.L. c. 71)
- Repeated offenses for which the students has already earned full separation

The length of the suspension and whether it will be served in school or out of school will be determined by the principal and/or the principal's designee.

Procedures for Disciplinary Action

The following section explains the procedures for determining consequences students may face for violation of this Code of Conduct. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

Removal from Privileges and Extracurricular Activities

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

Suspension Procedure

1. In-School Suspension (other than Emergency Removal)

In-school suspension is when a student is removed from regular classroom activities, but not from the school premises, as a result of his or her conduct. In-school suspension is rarely used at KIPP Academy Boston; in the case that a student faces an out of school suspension, s/he may be in school suspended pending a disciplinary hearing. If a student faces in-school suspension for more than ten (10) school days, consecutively or cumulatively during the school year, the procedures governing long-term suspension (see below) will be followed.

In such cases the Principal is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the incident. On the same day the in school suspension is imposed, the Principal must make reasonable efforts to notify the parents of the disciplinary offense, the reasons for concluding that the student committed the offense, and the consequence. The Principal shall also invite the parent to a meeting to discuss the student's behavior, or at least make and document two attempts to do so.

2. Out-of-School Suspension (other than Emergency Removal)

There are two kinds of out-of-school suspensions. A **short-term out-of-school suspension** means the removal of a student from the school premises and regular classroom activities for no more than ten (10) consecutive or cumulative school days. A **long-term out-of-school suspension** means the removal of a student from the school premises and regular classroom for more than ten (10) consecutive or cumulative school days.

The Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in the hearing.

Out-of-School Suspension Notice of Student and Parent Rights

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

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

The Principal is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice must set forth the following information:

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

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

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

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

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

Short-Term Suspension Hearing Rights

This section governs hearing rights for students facing short-term suspension. Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

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

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

Long Term Suspension: Hearings and Appeals

Hearing Rights

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

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

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

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination will:

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

- Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
- b) the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's determination on appeal.

Appeals of Long Term Suspension

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

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

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

The Executive Director must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

The Executive Director will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the Principal's hearing for long-term suspension, as detailed above.

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

Emergency Removal

In cases of emergency that do not involve either expellable offenses or special needs students facing suspension for 10 or more consecutive school days or constituting a change in

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

- (a) make immediate and reasonable efforts to inform the student and parent orally of the emergency removal, the reason for the need for the emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including the potential length of the student's suspension;
- (b) provide written notice of a hearing with the Principal concerning the proposed suspension with notice of rights to which the student is entitled based on the possible consequence in accordance with state law; and
- (c) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

Education Services During Removals and School-Wide Education Services Plan

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:45-5:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., academic credit).

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

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

KIPP's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, independent study, and video conferencing.

If KIPP expels a student or suspends a student for more than 10 consecutive school days, KIPP is required to provide the student and the parent of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent, the School shall facilitate and verify enrollment in the service.

Service Options for students suspended from 10 or more school days:

- External tutoring
- Skype into daily math and reading classes
- Independent study projects for class credit
- Alternative placement

Expulsion

Expulsion is defined as the exclusion from KIPP Academy Boston on a permanent basis at the discretion of the Principal. Massachusetts law provides the principal with the authority to expel students without Board involvement for the following behavioral infractions:

- Possessing a dangerous weapon including but not limited to a knife or a gun;
- Possessing a controlled substance as defined in M. G. L. c. 94C including, but not limited to illegal drugs (e.g. marijuana) and prescription medication;
- Assaulting educational personnel;
- Being convicted of a felony or being found guilty of committing a felony either by admissions or adjudication; or
- A serious case, which is defined as involving the possession or use of illegal substances or weapons, assault, vandalism, or violation of a student's civil rights. In practice, the decision to suspend rather than expel in serious cases may depend on whether the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

In addition to the above infractions, violations of applicable state or federal laws or ordinances may be handled in cooperation with the local police department as authorized by law.

Expulsion Procedure

This policy governs procedures relating to conduct that may result in expulsion. Students who are expelled under this section are entitled to receive educational services during the period of suspension or expulsion under KIPP's Education Service Plan, which is described below. If the student withdraws from the KIPP and/or moves to another school during the period of expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Notice for Students and Parents Facing Expulsion for Possession of Dangerous Weapon or Controlled Substances, or Assault on Educational Staff (under G.L. c. 71, s. 37H)

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous instrument, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the Principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principal. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the School by the Principal. Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal with his or her parent or guardian. Prior to the hearing and prior to the expulsion taking effect, the student shall receive written notice of the student's right to a hearing with the principal. The notice shall including the date, time, and location of the hearing. The student's parent or guardian will be present at the hearing. At the hearing, the student may have representation at his or her own expense, the opportunity to present evidence and witnesses at said hearing before the Principal, and the right to confront and cross examine witnesses presented by the school. After said hearing, the Principal may, in her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above. Before the expulsion takes effect, the student shall receive written notice of the charges and of the reasons and evidence for expulsion. If the principal decides to expel the student after the hearing, the principal shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Any student who has been expelled pursuant to GL c. 71 §37H shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of his or her appeal. The superintendent shall hold a hearing with the student and the student's parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, the right to counsel and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

The Executive Director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of school district with regard to the expulsion.

Notice for Students and Parents Facing Suspension or Expulsion Relating to Criminal or Felony Delinquency Changes, Findings, or Admission (G.L. c. 71, s. 37H ½)

This section applies to student misconduct that may result in suspension or expulsion arising out of student criminal or felony delinquency charges, findings, or admissions.

Expulsion Following Felony Adjudication or Admission

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal may expel said student if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal with his or her parent or guardian. Prior to the hearing and prior to the expulsion taking effect, the student shall receive written notice of the student's right to a hearing with the principal. The notice shall include the date, time, and location of the hearing. The student's parent or guardian will be present at the hearing. At the hearing, the student may have representation at his or her own expense, the opportunity to present evidence and witnesses at said hearing before the Principal, and the right to confront and cross examine witnesses presented by the school. After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above. Before the expulsion takes effect, the student shall receive written notice of the charges and of the reasons and evidence for expulsion. If the principal decides to expel the student after the hearing, the principal shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Any student who has been expelled from School pursuant to GL c. 71 §37H ½ shall have the right to appeal to the Executive Director. The student shall notify the Executive Director, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Executive Director shall hold a hearing with the student and the student's parent within three calendar days of the request. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, the right to counsel, and the right to confront and cross examine witnesses presented by the school. The Executive Director shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. The Executive Director's decision shall be the final decision of the school with regard to the expulsion.

Educational Services After Expulsion and School-Wide Education Services Plan

Students who are expelled from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make

up assignments; and earn credits missed including, but not limited to, homework, quizzes, tests, and projects missed.

KIPP has developed a school-wide Education Service Plan for all students who are expelled from school. Principals shall ensure these students have an opportunity to make academic progress during the period of expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

KIPP's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, independent study, and video conferencing.

If KIPP expels a student for more than 10 consecutive school days, KIPP is required to provide the student and the parent of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent, the School shall facilitate and verify enrollment in the service.

Service Options for students:

- External tutoring
- Skype into daily math and reading classes
- Independent study projects for class credit
- Alternative placement

Discipline of Student With Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to due process protections afforded to all students under applicable federal and state laws, the IDEA, Section 504 and relevant regulations require that additional provisions may be made for students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline. The following procedures apply to the discipline of students with disabilities:

(1) The Individualized Education Plan (IEP) for every student eligible for special education and related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether and how the code should be modified to address the student's individual needs.

(2) Before a student with a disability can be excluded from the school for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," the IEP Team (which may include the building administrators, the parent(s) and relevant members) will meet in a so-called "Manifestation Determination" meeting to determine the relationship between the student's disability and the behavior. The purpose of the Manifestation Determination meeting is to determine whether the conduct in question was

caused by or had a direct and substantial relationship to the student's disability, OR whether the conduct in question was the direct result of the school's failure to implement the student's IEP.

(3) If the IEP Team determines that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, as set forth in this handbook, but will continue to provide a free appropriate public education to the student. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment. When appropriate, consideration in reviewing a behavior intervention plan or performing a functional behavioral analysis will also be given to students eligible for a 504 plan.

(4) If the IEP Team determines that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP Team develops, and the parent's consent to, a new placement or unless the School obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The IEP Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.

(5) If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the School may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days without the need for parental consent for this change in placement.

Student Searches

In order to maintain the security of all its students, KIPP Academy Boston staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School desks, which are assigned to students for their use, remain the property of KIPP Academy Boston, and students should, therefore, have no expectation of privacy in these areas.

Bus Behavior

The KIPP Academy Boston Student Code of Conduct applies to school bus transportation for field trips as well. Students who take the school bus or the MBTA are expected to act responsibly and respectfully in transit to and from school. **All school rules apply on the bus, at**

the bus stops and while the bus is in transit; this includes the MBTA. Certain additional rules will apply to the bus. Standing or being out of his/her seat, putting materials in the aisles, putting hands out of the bus, throwing things, using bad language, not obeying the bus driver, are all infractions, as well as those listed in above in this Code of Conduct. More serious behavior (i.e. fighting) will be investigated and consequences will be given out just as if the incident happened on school grounds.

MBTA

Students who ride the MBTA are additionally subject to the rules and policies that govern the MBTA. Students who do not follow procedures on the MBTA may have their M-7 card deactivated.

Each bus infraction will result in a suspension from the bus.

1st infraction – 1 day suspension

2nd infraction – 3 day suspension

3rd infraction – 5 day suspension.

If a student is suspended from the bus, a child's parents/guardians will be responsible for transporting him/her to and from school. All students will be expected to be at school if suspended from the bus. **Should a student earn more than 3 bus suspensions, he/she will lose bus privileges for the year, and his/her parent/guardian must provide transportation for the student to and from school each day.**

Infractions, if serious enough, can warrant immediate loss of bus privileges for the year. Other consequences (e.g., uprofessionals, detentions, suspensions) apply as well.

Families are strongly encouraged to reinforce the importance of proper bus behavior and the potential consequences for bad behavior.

Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case by case basis.

Field Trips/End-of-Year Events

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows students to attend all school-sponsored field trips and events will be sent home at the beginning of the school year and should be signed by a parent or guardian. The school will attempt to notify all parents and guardians before each school-sponsored trip. For trips that are not school-sponsored (e.g., voluntary trips), a permission slip will be sent home prior to the trip/event, and must be signed by a parent or guardian.

A student may be considered ineligible for a trip for reasons including, but not limited to: not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a

prior trip, poor school attendance, misbehavior in school in the days prior to the trip, etc. Students who are considered ineligible for attending a trip will be required to attend school that day.

At the same time, trips can be exciting but nerve-wracking and scary experiences for kids. While we know that these may be intimidating for kids, we believe they are essential for our students' exposure and learning experiences. Therefore, attendance is incredibly important except in the case of emergencies.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior or excessive in-school consequences and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

Cheating, Plagiarism, & Copying Other's Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for clarification. Specific guidelines regarding cheating and plagiarism will be reviewed with students during the start of the school year and continued throughout the year. The School Leader will ultimately determine the appropriate consequence, but cheating, plagiarism, and copying another person's work is a very serious offense and may result in detention, in school or out of school suspension, loss of academic credit, and/or other consequences.

Weapons

Students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face expulsion or long-term suspension from school. This will be the case **whether or not the student intended to use the weapon in a violent way**. Please be aware that according to school rules and the Boston criminal codes, the following can be considered weapons:

- Guns of any kind including BB guns or toy guns that look like real guns
- Knives of any kind including kitchen knives or pocket knives
- Mace or pepper spray
- Any everyday object that is altered to act as a weapon or look like a weapon

Anti-Hazing Policy

Hazing is a crime in Massachusetts and will not be tolerated at KIPP Academy Boston. Hazing shall be defined as any method of initiation into a KIPP-affiliated organization, whether on or off school grounds, which willfully or recklessly endangers the physical or mental health of any student or other person. Methods of initiation that would be considered hazing include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption

of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. The consent of the victim will **not** be considered an acceptable excuse for hazing behavior. Anyone at KIPP Boston, student or staff, who witnesses an act of hazing will be expected to immediately report it to the Principal and/or Assistant Principal. Staff involved in hazing will face immediate dismissal. Students involved in hazing will face consequences according to the Code of Conduct. **All incidences of hazing will also be promptly reported to the local police.**

Bullying Prevention & Intervention Plan

G.L. c. 71, s. 370, as amended, prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Sections of the law that are important for students and parents or guardians to know are described below. A full copy of the Plan is available on the School's website at <http://kipppma.org/kipppma-policies/>.

Definitions

-Perpetrator is a student or staff member who engages in bullying, cyber-bullying, or retaliation. For purposes of this policy, school staff includes, but is not limited to, any and all educators, administrators, school nurses, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

-Bullying is the repeated use by one or more students or staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

-Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

-Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

-Target is a student or staff member against whom bullying, cyber-bullying, or retaliation is directed.

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

Vulnerable Populations

KIPP recognizes that certain classes of students and/or staff may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The School takes steps to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

Prohibition against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. A reporting form can be found at <http://kippma.org/kipp-ma-policies/>. Paper copies are also available at the front desk of the school, in the counseling office, and from the principal. Please send all forms or drop them off at:

KIPP Academy Boston
Attn: Christine Barford, and/or Nikki Barnes

384 Warren St.
Boston, MA 02119

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals. When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the perpetrator; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the perpetrator.

Wellness Policy

Purpose

In order to fulfill our mission, KIPP Academy Boston promotes wellness both in and out of the classroom.

Nutrition Education and Wellness Promotion

KIPP Academy Boston has implemented planned, sequential curricula that address the physical, mental, emotional, and social dimensions of health. The curricula are aligned with the Massachusetts Health and Physical Education frameworks and existing school policies. Standards for nutrition education are included within the curricula.

KIPP Academy Boston promotes opportunities and resources for school staff to improve their health status through activities such as health assessments, health education, and health related fitness activities. Our health plan offers an annual reimbursement for staff members who maintain a gym membership for at least four months of the year. Teachers and staff are also encouraged to be healthy role models for students in terms of nutrition and fitness pursuits. Teachers participate in activity-based field trips for students such as skiing, roller-skating, and rock-climbing.

KIPP Academy Boston provides a safe, healthy, and well-maintained campus that is free of tobacco, alcohol, and drugs, and that fosters a culture of caring, respect, and responsibility. KIPP Academy Boston has established a committee to ensure that this Wellness Policy is enacted and reviewed on a regular basis. Required members of this committee include the school principals, the Food Service Director, and the School Nurse. The Wellness Policy is posted on the school's website (www.kippma.org) for review by students, parents/guardians, and the general public. Parents, guardians, and families are invited to become part of the Wellness Committee. If you are interested in joining the Wellness Committee, please contact Emily Hepler at 617-393-5682.

Healthy Meals

KIPP Academy Boston ensures that its cafeteria is a clean and appealing area in which to eat meals. Nutrition information and menus are available at all times. The five components of a healthy meal (grain, protein, milk, fruit, and vegetable) are promoted in the cafeteria. To help our families access school means, during the summer, the principals send a letter to parents, guardians, and families promoting the school's breakfast and lunch programs. The programs are also promoted at the beginning of the year school year, when free and reduced meal applications (or direct certification results) are sent to each family's household.

KIPP Academy Boston, working with our vendor, provides reimbursable student breakfasts, lunches, and snacks that meet or exceed state and federal guidelines. Meals are nutritious, appealing, and accommodate the health and nutrition needs of all students, including vegetarians, students with allergies or other medical conditions, and students who do not eat pork for religious reasons. Students are given a 25-30 minute window to eat breakfast and lunch, depending on the grade.

To remain current on changes in school meal programming, the Food Service Director takes part in periodic trainings provided by the Department of Elementary and Secondary Education and has regular meetings with KIPP Academy Boston's food vendor. Our cafeteria aides also complete periodic training sessions led by the Food Service Director, in addition to meeting with our food vendor.

Competitive Foods and Beverages

KIPP Academy Boston has developed guidelines for foods and beverages sold or served at the schools that could compete with our school food programs. In compliance with the State of Massachusetts, students are not permitted to organize "bake sales" or other fundraisers that involve the sale of food from one half hour before the beginning of school to one half hour after the end of the school day. Students may organize food sales as fundraisers during events such as athletic games or report card conferences, which are held in the evening, but they are encouraged to sell a variety of food items so that everyone has the opportunity to choose foods that are not high in sugar, fat, sodium, or calories. Beverages that are sold at approved fundraisers are not all high in sugar (milk is not sold at these events). In general, student groups are encouraged to explore methods of fundraising that do not involve food or beverages, such as "dress-down days" or the sale of non-food items.

The school does not currently have vending machines or a school store, nor does it sell à la carte items in the cafeteria.

Teachers are encouraged to explore non-food options for class parties and for rewards, with the objective of promoting student health and reducing childhood obesity. When class parties and rewards do involve food, teachers are encouraged to explore food and beverage options that are not high in sugar, fat, sodium, or calories. Teachers are also encouraged to find food options that contain whole grains.

Drinking fountains are located in the cafeteria and in the hallways of the school. Students are also permitted to carry water bottles with them during class hours to encourage hydration.

Physical Education

KIPP Academy Boston has implemented a planned, sequential physical education curriculum that addresses the physical, social, emotional, and cognitive development of all students. This program provides a variety of developmentally appropriate activities that are interwoven with sound standards, benchmarks, and assessments to focus on student learning. Middle school students take two hours of physical education classes per week. High school students are required to complete two semester-length classes offered by the Physical Education department in order to graduate. Other opportunities for active learning experiences include junior varsity, varsity, and club sports teams, as well as active elective classes.

Evaluation and Publication of the Wellness Policy

A Wellness Committee has been established at KIPP Academy Boston that includes the Food Service Director, the cafeteria aides, the nurse, and the principals of all grade spans served at our High Rock campus. Beginning in the spring of 2015, we will invite parents, guardians, and families from KIPP Academy Boston to join the Wellness Committee, as well as one representative from the High School Student Council.

The committee will meet in August, December, and June of each year to evaluate and update the local wellness policy. The policy will be available to the public on the school's website www.kippma.org. If you are interested in learning more or joining the Wellness Committee, please contact Emily Hepler at 617-393-5682..

Home Hospital Policy

What is the home-hospital procedure?

This service is provided to KIPP Academy Boston students who are unable to attend school due to a certified physical or emotional condition. Home-hospital teaching is provided to a student who is staying home, in a therapeutic center, or in a hospital while convalescing or receiving treatment.

Why is home-hospital teaching provided?

Home-hospital teaching is provided to enable the student to continue academic work and remain current with classroom instruction while absent from school. Home-hospital teaching can also provide a transitional educational service before a student returns to a regular school setting.

Responsibilities of KIPP Academy Boston:

- Receive and date verifications and documents related to the need for home-hospital teaching.
- Prepare and submit a referral packet to include a letter specifying the services to be provided to the student.

- Maintain the student on the regular school roll and count the student as present, except when a student is not available for home-hospital teaching services.
- Provide the home-hospital teacher with materials of instruction. This includes books, course outlines, tests/exams, projects, service learning information, and any other material necessary for instruction.
- Determine final grades and what credits are to be awarded.

Responsibilities of the home-hospital teacher:

- The role of the home-hospital teacher is to act as the liaison between the student, the parent, and the school and to help the student remain current with his/her academic program, including all courses needed for graduation.
- Contact the parent/guardian to establish a teaching date and time.
- Contact the student's advisor or someone on the administrative team to request materials.
- Confirm that materials are ready for pick-up with the school's office manager.
- Talk with relevant school staff and gather materials.
- Provide instruction in the areas specified by the student's teachers.
- Contact the student's parents, advisor, or a member of the administrative team with any questions or concerns.

Responsibilities of the parent:

- Present to the school verification and documents of the need for home-hospital teaching services.
- Provide a safe environment for home teaching as required.
- Contact the home-hospital teacher in the event that the student is unable to keep a scheduled appointment.
- Contact the advisor and/or a member of the administrative team with any questions or concerns.

Responsibilities of the student:

- Maintain motivation and cooperation with the home teacher.
- Be on time.
- Have necessary books and materials for the teaching session.
- Spend time doing school work.
- Complete all assigned work.
- Demonstrate an attitude of respect toward the home teacher.
- Participate and cooperate with the teacher on completing assigned work.
- Submit completed work to the home-hospital teacher.

Homelessness Education Liaison

KIPP is committed to providing its students and families experiencing homelessness with equal access to a public education as is provided to other children at KIPP Academy Boston.

Assistance in address issues relating to the education of student and unaccompanied youth

experiencing homelessness should be directed to Katie Monroe, Homelessness Education Liaison for KIPP Academy Boston, kmonroe@kippma.org, 617-238-7300.

Sex Education & Opt-Out Information

At KIPP Academy Boston, sex education will be taught to girls and boys separately beginning in 6th grade. Before a grade begins these classes, permission slips will be sent home to parents/guardians. Parents/guardians have the ability to exempt their children from all or a portion of the sex education curriculum without any penalty to their child. Parents/guardians may also request to see or discuss the sex education curriculum being taught to their children.

Availability of In-School Programs for Pregnant Students

Concluding school is indispensable for success in life and for academic achievement. For this reason, KIPP Academy Boston guarantees that pregnant students have access to the full range of educational opportunities available to all other students. Discrimination or harassment by fellow students, teachers, school administrators, and counselors is forbidden.

KIPP Academy Boston does not discriminate against any student or exclude any student from any educational program or activity on the basis of a student's pregnancy, childbirth, termination of pregnancy, or recovery from these conditions.

Pregnant students have the right to remain in their regular or current school program, including in-district special education placements, as well as all extracurricular, internal, interscholastic activities, and graduation programs. Granting the same documentation required for participation and eligibility for all students must be provided.

KIPP Academy Boston pregnant students cannot be expelled, suspended, or otherwise excluded from any academic or extracurricular program, or be required to participate in school programs, solely on the basis of the students' pregnancy, childbirth, pregnancy recovery or termination, conditions related to pregnancy, or marital or parental status.

If KIPP Academy Boston develops a special program for pregnant students or related to pregnancy in order to educate the students, the participation in these special academic or extracurricular programs is completely voluntary on the part of the student and said programs are offered to non-pregnant students on a completely voluntary basis as well.

KIPP Academy Boston allows pregnant students to take part in fitness classes, although the same documentation required for participation for all other students must be provided by the student who is pregnant as well. If a pregnant student is not able to participate in the regular physical education program, KIPP Academy Boston may develop an alternative curriculum that will cater to her condition and provide, upon satisfactory completion, her with physical education credit.

KIPP Academy Boston will always treat pregnancy as it treats other medical conditions. Services are to be provided to pregnant students in the same manner as services are provided to students with other temporary disabilities.

If a pregnant or parenting student misses school due to pregnancy or medically related conditions (including childbirth, miscarriage, termination of pregnancy, and recovery), the absences shall be considered excused absences upon a physician's note and/or certification; the same manner that is required for all students for absences due to medical conditions.

Upon returning from an excused absence, a pregnant student shall return to KIPP Academy Boston with the same status as before the leave began, and will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon satisfactory completion of such assignments, the student shall be given full credit.

Upon the recommendation of the student's physician, a pregnant student may be granted a leave of absence for as long as it is deemed medically necessary, during which time the student will be entitled to tutoring services comparable to tutoring services provided to students with other temporary disabilities.

Smoking: Tobacco-Free Policy

Massachusetts General Laws, Chapter 71, Section 37H prohibits the use of any tobacco products within the school facilities, school grounds or on school buses by any individual including all school personnel. The policy pertains to all school sponsored, school related events and athletic games. Staff and students who violate these laws will be subject to disciplinary action.

Release of Student Information

Pursuant to 603 CMR 23.07(4)(a), KIPP Academy Boston may release the following information without prior consent: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post- high school plans.

Parents/guardians and students have the right to request that this information not be released without prior consent. If you would like to request that this information not be released without your prior consent, please ask for your School Operation Manager at the front desk.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 - *Inspect, upon request and before administration or use –*
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

KIPP Boston will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. KIPP Boston will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. KIPP Boston will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. KIPP Boston will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5901

FERPA Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the KIPP Boston receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school operations manager a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the KIPP Boston to amend their child's or their education record should write the school operations manager, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit

personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the KIPP Boston to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA requires that KIPP Boston, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, KIPP Boston may disclose appropriately designated "directory information" without written consent, unless you have advised the KIPP Boston to the contrary in accordance with KIPP Boston procedures. The primary purpose of directory information is to allow the KIPP Boston to include information from your child's education records in certain school publications or to allow our partners to contact you. Examples include:

- Vendors and partners who assist us with data analysis and evaluation of our programs (i.e. KIPP Foundation, Illuminate, research collaborative projects)
- Advocacy groups such as Families for Excellent Schools or the Massachusetts Charter Association;
- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information

disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want KIPP Boston to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the KIPP Boston in writing by October 1, 2015. KIPP Boston has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Access to Student Records

(1) Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) school nurses who inspect the student health record.

(2) Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
- (c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
- (d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

(3) Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

(4) Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting

consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

(5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Title I: Highly Qualifies Teacher Notification

No Child Left Behind, a federal legislation comprised to improve education systems nationwide, requires local school districts to ensure that all teachers hired to teach core academic subjects in Title I programs are "highly qualified." As a school that receives Title I funds, it is KIPP Academy Boston's responsibility to annually notify you of your "right to know" about teacher qualifications at your son or daughter's school. In general a "highly qualified teacher" is one who has passed required Massachusetts Tests for Educator Licensure (MTEL), holds a bachelor's degree, and has demonstrated competence in subject knowledge and teaching. This policy applies only to those teachers who teach the core subjects of English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

As a parent or guardian, you may request and receive from KIPP Academy Boston, information regarding the professional qualifications of your student's classroom teachers, including:

- a) Whether the teacher possess a Massachusetts teaching license.
- b) Whether a teacher is teaching under emergency or other provisional status.
- c) The baccalaureate degree major of the teacher and any other graduate degree major or certification.

A major objective of No Child Left Behind is to ensure high quality teachers for all students, regardless of race, ethnicity or income, because a well-prepared teacher is vitally important to your child's education. In order to find out about the quality and status of your child's teachers, please contact Christine Barford (cbarford@kippma.org) or Nikki Barnes (rbarnes@kippma.org) at KIPP Academy Boston, 617-238-7300.

Complaint Procedure

In the event that you are unhappy with something going on at KIPP, please reach out to us. If this should happen, you are encouraged to follow these steps:

- Step 1: Go directly to the staff member with direct responsibility for the issue and try to resolve the issue. You may contact us via phone or email until 9:00 p.m. each evening.
- Step 2: If Step 1 fails to resolve the issue, discuss the issue with the principal. You can call the principal's cell phone, email her, or contact the front desk to set up an in-person meeting.
- Step 3: If Step 2 fails to resolve the issue, discuss the issue with the executive director. You can email the executive director or contact the front desk to set up an in-person meeting.

Step 4: If Step 3 fails to resolve the issue, file a formal complaint with the school's Board of Trustees by sending a written letter.

Step 5: If Step 4 fails to resolve the issue, file a complaint with the Commissioner of the Department of Elementary and Secondary Education.

Although parties are encouraged to follow the steps above, individuals also have a right to file complaints in accordance with the state and/or federal law as stated below:

1. Complaints Regarding the Violation of Charter School Law or Regulations

A party has the right to file a written complaint directly with the Board of Trustees in accordance with G.L. c. 71, § 89(II), and 603 CMR 1.10 if the party believes the school has violated any provision of the charter school law or regulations. After receiving the complaint, the Board of Trustees must send a written response to the party within 30 days. In addition to following up on any such complaints, the Board may periodically conduct reviews to ensure that the school is in compliance with the charter school law and regulations.

If the Board does not address the complaint to the party's satisfaction, the party may submit the complaint to the Commissioner of Elementary and Secondary Education, who will investigate the complaint and respond to the complaining party.

2. Complaints Regarding the Violation of State or Federal Law

Complaints may also be filed with the Department of Elementary and Secondary Education, Office of Program Quality Assurance by anyone who believes that the charter schools have violated or is violating any applicable federal or state law or regulation other than those specified in the charter school statutes and regulations.

3. Complaints Regarding Harassment or Acts of Discrimination

An individual who believes that he/she is the victim of harassment or any form of discrimination as a member of one of the fourteen protected classes may report such harassment or discrimination to the identified individual in the school building who has received training in handling such accusations. The schools must ensure that such an individual has been identified and received the appropriate training. Our Title IX coordinator, Jacqueline Hayes, can be reached at jhayes@kippma.org or at 617-942-1667.

No Idling of Motor Vehicles

Massachusetts General Law chapter 71, section 37H prohibits all operators of school buses and operators of personal motor vehicles from idling vehicles on school grounds or within one hundred (100) feet of school grounds.

AHERA Notice

The AHERA management plan for the KIPP Academy Public Charter School's 384 Warren Street facility is available for review at the school's regional administrative office during normal school hours. Please contact John West at (781)598-1609 or via email at jwest@kippma.org with any questions.

Appendix**APPENDIX A: STAFF LIST**

Name	Position	Phone Number	Email
Christine Barford	School Leader	781-367-1779	cbarford@kippma.org
Nikki Barnes	Assistant Principal	781-850-5494	kmonroe@kippma.org
Trevor Wissink-Adams	School Operations Manager	617-388-1059	tadams@kippma.org
Livia Martinez	Office Manager	617-656-4133	lmartinez@kippma.org
Elysa Severinghaus	ESL Teacher	781-913-3536	eseveringhaus@kippma.org
Ben Baudanza-Sturks	PE teacher	781-853-7756	bsturks@kippma.org
Katie Monroe	Director, Guidance Counselors		kmonroe@kippma.org
Lauren Harless	School Counselor	781-656-4132	lharness@kippma.org
Maya Macnamara	School Counselor		mmacnamara@kippma.org
Gerald Martin	Math/Science Instructional Coach		gmartin@kippma.org
Trinity Broderick	English/Language Arts Instructional Coach		tbroderick@kippma.org
Brian Radley	Humanities Instructional Coach/ESL Teacher	617-388-9558	Bradley@kippma.org
Ashley Valentine	Director, Special Education		avalentine@kippma.org
5th Grade			
Ryan Weaver	Grade Level Chair 5 th grade Science teacher	617-233-2295	rweaver@kippma.org
Fernando Acosta	5 th grade Math teacher	617-388-9578	facosta@kippma.org
Claire Murray	5 th grade Reading teacher	781-853-8828	cmurray@kippma.org
Mike Russoniello	5 th grade Humanities teacher	781-656-4139	mrussoniello@kippma.org
Ashley Riccarti	5 th grade Math teacher		
William O'Brien	5 th grade Reading	781-656-4054	wobrien@kippma.org
6th Grade			
Tim Cummings	6 th grade Math teacher	781-656-4126	tcummings@kippma.org
Andrew Rayner	6 th grade SPED teacher	617-388-2307	arayner@kippma.org
Kristen Russell	Grade Level Chair 6 th grade Reading teacher	617-388-9605	krussell@kippma.org
Natasha Pena	6 th grade Science teacher		npena@kippma.org

Heidi Suskin	6 th grade Humanities		hsuskin@kippma.org
Julia Rossell	6 th grade Reading		jrossell@kippma.org
Becky Barstein	7 th grade Reading teacher		rbarstein@kippma.org
Erin Dougherty	7 th grade Math teacher		edougherty@kippma.org
Katy Hutchinson	7 th grade Science		khutchinson@kippma.org
Zach Meisner	Grade Level Chair 7 th Grade Reading teacher		zmeisner@kippma.org
Meghan Perrier	7 th grade Math teacher		mperrier@kippma.org



Appendix B: STUDENT AND FAMILY INTERNET USE AGREEMENT

(Please review, sign, and return to the school)

[PARENT SECTION]

I, _____, the parent / guardian of _____,
(parent name) (student name)

agree to allow my child to have access to the Internet through KAB and access to a Google Apps for EDU account within the KIPPMA.ORG domain.

I have read and agree to the above KAB Acceptable Internet Use Agreement and understand that KAB cannot guarantee the appropriateness of information or material that my child may encounter on the Internet. I shall not hold KAB responsible for materials acquired or viewed on-line by my child, for violations of copyright restrictions, or any costs incurred by my child.

Parent / Guardian Signature: _____ **Dated:** _____, 20__

[STUDENT SECTION – REVIEW WITH PARENT]

I, _____, have read and agree to the above KAB Acceptable
(student name)

Internet Use Agreement and will strive to act in with honesty, integrity and respect for the rights of others in my usage of the Internet.

Whenever I use the Internet, I promise to: (please check each box as you review it with your student)

- Never share personal information, such as my name, birthday, address, phone numbers, school names or locations.
- Always tell a parent or teacher about anything that happens online that makes me feel upset, sad or not safe.
- Never share photographs of myself or others without permission from a parent or teacher
- Never agree to meet anyone from the Internet in person
- Never share any password with anyone other than my teacher or parents
- Never bully anyone online in any way (including spreading gossip or saying cruel things about people)
- Never use technology to cheat on schoolwork or tests

Student Signature: _____ **Date:** _____, 20__

Appendix C: STATEMENT OF UNDERSTANDING: 2015-2016 Student and Family Handbook KIPP Academy Boston

I have received and read a copy of the KIPP Academy Boston Student and Family Handbook and understand the rules, regulations, and procedures of the school. As a student, I understand that if I ever have any questions regarding school policies, I can always ask my parent or guardian, or another member of the school community for a further explanation.

As a parent, I understand that if I ever have any questions regarding school policies, I can always ask a teacher, administrator, or another member of the school community.

Student Name

Student Signature

Date

Parent Signature

Date

A signed copy of the Statement of Understanding is due one week after the receipt of the Handbook.

We thank you for your cooperation and wish you the best as a member of the KAB community. Please note that the policies and procedures listed in this handbook may be changed or revised. Parents, guardians, and students will be informed of changes should those happen.