



KIPP Academy Boston Public Elementary
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: Emily DoBell KIPP Academy Boston Elementary 50 Poydras Street Hyde Park, MA 02126 edobell@kipppma.org 617-393-5682</p>	<p>Section 504: Stefanie Perry Director of Special Education 90 High Rock Street Boston, MA 01902 sperry@kipppma.org 617-388-0357</p>	<p>Title IX: 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 Elementary Commitment to Excellence, reprinted on the following page, represents some of the key responsibilities involved in being a member of the KIPP Academy Boston Elementary community. It is a three part document, detailing what is expected of students, parents/guardians (“parent(s)”), 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 Excellence provides an overview of what being a student at KIPP Academy Boston Elementary is all about. The Commitment to Excellence 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 some of the specific expectations for teachers and parents so that we can work together to provide the best possible education for our children. Parents will be active partners in communication about children’s progress, enforcement of school rules,

helping their children academically, and making sure that their children are at school regularly and on time.

For staff members, the Commitment to Excellence 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 Elementary
50 Poydras Street (“Poydras Campus”)
Hyde Park, MA 02126
Phone: 617-393-5682
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 Elementary 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 homeroom teacher may also be treated as the point person in order to address any concerns or questions.

Commitment to Excellence
KIPP Academy Boston Elementary
Commitment to Excellence



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.

Together we commit to excellence.

School Policies & Procedures

Hours of School Operation

In the pursuit of excellence, KIPP Academy Boston Elementary 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 August, our school hours are as follows:

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

From September - June 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 7:00 AM Monday through Friday. **A consistent morning routine can be critical to a strong day of learning. All students should be in school by 7:30 AM in order to participate in our morning routines. Students who arrive after 7:30 AM will result in the student being marked “tardy”.** Students should not be on school grounds after dismissal Monday through Friday without advance approval 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 Elementary 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 Elementary.

Attendance Policy

Given the fast pace and high expectations of KIPP Academy Boston Elementary’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. More importantly, absences can hinder social and academic progress.

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 trimester, he/she may be considered for retention. 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, KIPP Academy Boston Elementary has certain policies in place. They are detailed below:

- At each absence, KIPP Academy Boston Elementary will contact the family via phone.
- At 5 absences, KIPP Academy Boston Elementary will contact the family in writing.
- At 10 student absences (or 7 absences within the first academic trimester), school 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, KABE’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 Elementary reserves the right to retain any student who exceeds 20 absences.**
- In cases of truancy, KIPP Academy Boston Elementary 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. All students under the age of 16 are expected to comply with school rules and applicable laws governing attendance. In cases involving excessive absenteeism or other attendance issues, the school will investigate and, if appropriate, take steps as authorized and/or required by law.

KIPP Academy Boston Elementary keeps accurate records of attendance and will make the records available for inspection by the Department of Elementary and Secondary Education (DESE) as needed. All questions regarding student attendance and attendance records should be directed to the school’s Office Manager and/or Principal.

Lateness & Early Dismissal

At KIPP Academy Boston Elementary, if a student is not in his or her classroom by 7:30 AM for any reason other than an issue with his/her school 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 and report cards. If a student is late to school on a regular basis, the family will be invited to a conference at which the team will work to find solutions together.

If a student is dismissed early for any reason, families must make arrangements for the child to make up missed work. **Commitments to teams and organizations outside of KIPP Academy Boston Elementary 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 Excellence. The adult picking up the student is responsible for ensuring that the student acquires the necessary assignments and/or materials to complete missed work before leaving. 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 KIPP Academy Boston Elementary staff

in compiling assignments, etc. to pass on to the student. Students will remain in the classroom, actively engaged in learning until their approved adult arrives on campus.

If a student needs to be sent home from school early due to a serious behavioral choice as set forth in the Code of Conduct, a parent 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 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.

Homework & Reading Logs

Students will receive a packet of homework each week. The homework packet will clearly indicate which assignments are to be completed each night. **Each night, an adult must check to ensure that homework is complete and initial the homework tracker.** If a child or family has questions or concerns about a homework assignment, the child or family is asked to **call or text the teacher the same night** that the homework is to be completed. If the teacher is unable to answer immediately, please send a follow up text or **leave a message.** Parents should not wait until the next day to call or send a note, as this will result in a “late” or “incomplete” homework grade.

Students should not work ahead in their packets. The purpose of homework is to get small amounts of practice each night, sharpening skills over time.

Families are expected to read with their child every night. A weekly reading log will be included in the homework folder where families are asked to record the title of the book(s) completed each night. Several appropriate books will be provided in each child’s Book Bag. **In order for the Reading Log to be “complete,” an adult must initial that he or she has read the book with the child.**

In rare circumstances, exceptions to the homework 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 KABE operates, or use any exit other than the one directed to him/her by staff. Once students have entered in the morning, they may not leave the building unless a staff member escorts them. 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 the student out.

Shared Space

The school is extremely fortunate to share space with our regional office. Therefore, all members of KIPP Academy Boston Elementary 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 KIPP Academy Boston Elementary. 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. KIPP Academy Boston Elementary students will respect the authority of staff members in the other school. If a KIPP Academy Boston Elementary student has a negative interaction with any member of our collective community, the student should inform a KIPP Academy Boston Elementary 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 face 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 KIPP Academy Boston Elementary community need to be sensitive to how their actions affect the school's neighbors in and around the school.

Breakfast, Lunch, & Snack

We offer breakfast, lunch, and two snacks for all of our students. All students receive a free snack each morning and each afternoon (on early release days, students will only receive a morning snack).

Proper nutrition supports healthy brain development. Therefore, snacks and meals brought from home should follow these guidelines:

- Students **may** bring healthy snacks such as fruit, vegetables, cheese, yogurt, crackers.
- Students **may not** bring lunches or snacks that include fast food, chips, sweets, or candy.
- Students **may** bring a bottle of **water**. **Water is the only drink permitted in classrooms.**
- Students **may** bring **100% juice** to drink at meals. **Juice is only allowed in the cafeteria.**
- Students **may not** bring sugary or caffeinated drinks such as soda, tea, or Kool-Aid.
- Students also **may not share or trade food** with other students.

Restrictions on Bringing Food/Beverages to School

Due to having students on campus with severe nut allergies, **KIPP Academy Boston Elementary 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.

IMPORTANT: Due to allergies, **PEANUTS and TREE NUTS ARE NOT ALLOWED ON CAMPUS.** Any items with peanuts or tree nuts will be confiscated and discarded immediately.

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 indoors, and anything that is distracting must be removed and will be held by a teacher.

Shirts/Tops:

Students are expected to wear KIPP Academy Boston Elementary T-shirts to school every day. The school will issue one T-shirt at the beginning of the school year.

Additional shirts are available for purchase from the school. KIPP Academy Boston Elementary T-shirts should be tucked in at all times.

Students may also choose to wear a KIPP Academy Boston Elementary sweatshirt. *Since the temperature in the building with change, we highly suggest having a KIPP Academy Boston Elementary T-shirt underneath whenever a sweatshirt is worn. If a student does not have a KIPP Academy Boston Elementary T-shirt underneath, he/she will not be able to remove his/her KIPP Academy Boston Elementary sweatshirt.*

Students may wear a white or gray long sleeved shirt under his/her KABE shirt. No other colors may be worn under KABE shirts. Undershirts must have plain sleeves (no visible designs).

Pants:

- Students must wear dark blue pants every day. This can include dark blue jeans, or navy blue khaki pants.
- Navy blue shorts and skirts are also permitted, but must be of appropriate length (below the students' fingertips when his/her arms are hanging straight down).
- Leggings and tights are not permitted, unless worn under shorts or a skirt of appropriate length.
- Navy blue sweatpants may be worn only in kindergarten.

Belts:

- Beginning in second grade, students must wear belts every day. Large or distracting belt buckles or designs are not permitted.
- In Kindergarten and first grade, students who choose to wear belts must be able to quickly fasten and unfasten them without assistance, ensuring independence in the bathroom.

Shoes:

- Students must wear closed-toe athletic shoes each day. Students who have not yet learned to tie their shoes should wear Velcro or slip-on athletic shoes.
- 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.
- While in class, students may only wear prescription glasses.
- Students may wear 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 or tights with their pants, shorts, and skirts as long as they don't cause a distraction. Students should never wear tights without a skirt or shorts of proper length.

Cell Phones and Other Electronic Devices

If students bring a cell phone to school, it must stay turned off and in their bag each day. If students have their cell phone on their person during the day, the phone will be taken by a staff member.

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

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 KIPP Academy Boston Elementary (“KABE”) 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, KABE 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 KABE Schools 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 KABE will lose all network privileges.

Acceptable and Unacceptable Uses: The intent of KABE 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 KABE. A student’s online conduct is ALWAYS subject to the general Code of Student Conduct at KABE.

Some parts of the Internet contain material that is *not* suited for students and is *not* supportive of KABE’s educational activities. Students are not allowed to use the Internet at KABE 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.

KABE utilizes industry-leading technology (DNS Content Filtering) to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, KABE 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 KABE students will succeed in College, KABE utilizes Google Apps for Education to promote collaboration and communication between our students and teachers. As a KABE 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): KABE 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). KABE will filter student emails so that students are only allowed to send and receive emails within the KABE domain and will not be able to send or receive emails outside of the domain. KABE 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 KABE policies have occurred, a student may be prevented from any computer and account access until such time as an investigation can be performed.

Security: KABE 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, KABE cannot assure that students will not be exposed to unsolicited information nor that data saved within the Google Apps system will

always be available. KABE will not be held responsible in the event that student data become irretrievable or inaccessible.

Privacy: KABE 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. KABE 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, KABE Staff will review the students email and respond to any findings according to school policies.

Academic Policies

Grading Policies

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

Standards Based Grading

Each report card will report each student's current performance in relation to expected performance in all areas of instruction along with attendance data. In some grades, report cards will also include performance ratings and/or data for social skills, behavior, and school values.

In Grades K – 2, reading and math performance will be reported in greater detail than other subject areas.

- Reading will be measured and reported using the Strategic Teaching and Evaluation of Progress (STEP) Assessment along with a brief description of what the specific STEP level indicates.
- Math performance will be reported according to school-based assessments in accordance with each grade-level standard from the Common Core State Standards.

Each student's performance in all areas will be reported using the scale below:

Exceeding Expectations
Meeting Expectations
Approaching Expectations
Currently Not Meeting Expectations
Not Yet Assessed*

(*In some cases, a grade-level standard will not be assessed in every trimester. When this occurs, student performance will be reported as "Not Yet Assessed".)

Each Trimester, students will also receive a homework completion grade that will include scores for both **homework** and **reading logs**.

Students can earn 2 points per day for homework and 2 points per day for reading logs (for a total of 10 points per week).

In order to earn full points, homework/reading log must be fully completed on time with a parent signature.

If homework/reading log is incomplete or a signature is missing, the student has the opportunity to earn 1 point if the assignment/signature is completed by the end of the homework cycle (which is typically Friday morning).

If any homework is still incomplete by the end of the week, the student will not earn any points for that day's assignment.

On the rare occasion that homework is not assigned, all students will earn 2 points to maintain the consistency of a 10-point total for the week.

In order to be "meeting expectations" at the end of each trimester, students must maintain an average score of 8 points per week for homework and reading log.

Progress Reports and Report Cards

Report cards will be sent home at the close of each trimester. Each trimester is approximately 12 weeks long. Grades will close at the end of the trimester, and formal report cards will be distributed shortly thereafter. **At the end of each trimester, each family will attend a report card conference with the 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 Elementary, we pride ourselves on working constantly to ensure each child is maximizing his/her potential. In addition to high quality classroom instruction, targeted small-group instruction, and academic software we are committed to providing the additional supports to students who struggle to meet academic, social, or behavioral expectations.
- Supports are available for all students, including those who require Special Education services or English Language Learner (ELL) services. A child's eligibility for Special Education or ELL services will be decided in accordance with both federal and state law.
- Parents who are concerned about their child's performance in any way should contact the teacher right away to explore the options for additional support.
- Prompt response is expected when parents are notified of academic or behavioral concerns by a staff member at the school. Communication and partnership between parents, teachers, and students has a significant positive impact on the success of all students.

Promotion Policy

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

- Earn “Meeting Expectations” or “Exceeding Expectations” for all End of Year Goals
- Demonstrate at least .5 year worth of growth in reading.
- Not exceed 20 or more absences in the school year.

Students who do not meet the criteria listed above may be considered for retention. Families will be informed as soon as their child is at risk for retention - in some cases as early as Trimester 1 report card meetings - so that families can make arrangements with the school to ensure the child has every opportunity to achieve promotion status by the end of the school year.

All final decisions regarding retention and promotion will be made on a case-by-case basis by the Principal.

Students with special needs will be evaluated based on achievement of IEP goals.

Code of Conduct

PURPOSE

KIPP Academy Boston Elementary 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.

One goal of the Code of Conduct is to help students recognize that positive behavior choices lead to positive outcomes, while negative behavior choices may lead to negative outcomes. At KIPP Academy Boston Elementary, positive behavior choices earn rewards such as in-school celebrations, classroom jobs, field trips, excellent grades, and eventually college. On the other hand, negative choices will lead to 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. In order to develop these habits of mind, we know that students must be held accountable for their choices and mistakes. When mistakes are made, students will be re-directed and may be removed from peers in order to help facilitate the reflection process.

At KIPP, we firmly believe in teaching students that *everything* is earned through our actions. We believe this message is critical to developing the belief that our choices determine our outcomes.

KIPP Academy Boston Elementary’s behavioral expectations are based on the core values: **grit, self-awareness, pride, bravery, and zest**. When teachers, families, and students are celebrating or reflecting on choices individually or as a team, we will work to ensure that the choices are linked directly to the school values.

A. Cub Characters Card

KIPP Academy Boston Elementary will communicate each student’s current performance in the areas of **grit, self-awareness, pride, bravery, and zest** through the Cub Character Card. The Cub Character card will highlight specific behaviors that we teach that exemplify one of our school values. A list of examples can be found in the table on the next page.

The Cub Character Card only records positive choices. Once a point is earned, it cannot be lost. In order to help families gain a better understanding of what their child’s points mean overall, the classroom average for each behavior will also be reported on the Cub Character Card.

Cub Character Cards will be sent home once every 3 weeks to allow families to see the character growth that we expect to see as students develop the skills required to demonstrate our school values. Parents are welcome to contact their child’s homeroom teacher for more frequent updates on their child’s current performance during the 3-week cycle.

B. School Value Behaviors

Below are some of the behaviors that we will practice at KIPP Academy Boston Elementary (at both the elementary and middle school levels). While this list can be expected to grow over the year, the chart below provides several examples of the character strengths that we will highlight and celebrate as our students continuously work to develop their character.

Pride	Grit	Bravery
Is polite to adults and peers Knows when and how to include others Recognizes and shows appreciation for others Is able to find solutions during conflicts with others Demonstrates respect for feelings of others Comes to class prepared Completes quality work	Gets to work right away Finishes whatever he/she begins Gets over frustrations and setbacks quickly Works independently with focus Tries very hard even after experiencing failure Finishes whatever he/she begins	Tells the truth, even when it’s difficult Is eager to explore new things Is willing to take risks and try new and uncomfortable things Challenges him/herself Speaks loudly and with confidence Volunteers to share answers when unsure Volunteers to meet and greet visitors and others he/she does not know
Self-Awareness		Zest
Remembers and follows directions Pays attention and resists distractions		Actively participates Shows enthusiasm

Asks and answers questions to deepen understanding Actively listens to others Allows others to speak without interruption Keeps his/her temper in check Remains calm even when criticized or otherwise provoked	Invigorates others Is able to identify things that interest him/her Exudes excitement for learning
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Behavioral Infractions

We understand that part of character development is making mistakes. Our ultimate goal is to ensure that children *learn* from those mistakes. Depending on the situation, a staff member at KIPP Academy Boston Elementary may choose to support a child in his/her character development in a variety of ways, including but are not limited to:

- time away from peers to reflect independently
- time away from peers to reflect and practice with the support of an adult or a peer
- alternative seat assignment
- peer to peer meeting with adult supervision
- revoking privilege(s)
- silent lunch
- reduced recess/no recess
- small group meeting with the teacher, counselor, or administrator
- parent/teacher/student conference
- additional assignments/responsibilities

While these are possible staff responses to student choices, the KIPP Academy Boston Elementary staff has sole discretion to determine the response to any and all behavioral infractions that occur:

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

Parent communication is always prioritized when behavioral concerns arise. KIPP Academy Boston Elementary staff members may attempt to contact parents by phone, text, email, notes home, on campus meetings, or home visits in the event of behavioral concerns, including the manner designated by the parent at the beginning of the year. Parents are expected to respond to communication as soon as possible in whatever way possible.

SUSPENSION

At times, particular choices warrant consequences that are more severe than those listed above, but less severe than expulsion. Therefore, KIPP Academy Boston Elementary may use an in-school or out-of-school. At KIPP Academy Boston Elementary, we believe it is very important to keep students in school as much as possible. However, some severe behaviors may result in

students facing suspension as a consequence. 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
- Leaving school grounds without permission
- Fighting
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using abusive, vulgar or profane language
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Repeated offenses for which the students has already earned consequences

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, as provided by law.

Procedures for Disciplinary Action

The following section explains the procedures for determining consequences students may face for violation of this Code of Conduct other than suspension or expulsion. All students are entitled to due process as required by law and commensurate with the disciplinary consequences to which they may be subject.

A. Separate Lunch

On Mondays-Fridays, students may have lunch separately from the other students. The separate lunch consequence will be served on the same day it is earned whenever possible. If a student earns multiple separate lunches, they may be required to serve them on consecutive days. Students may go to separate lunch for part of the lunch period or the entire lunch period.

B. Reduced Recess/No Recess

On Mondays – Fridays, students may be required to miss all or part of recess. Whenever possible, students will miss recess on the same day that the consequence was earned. In the case that two recess consequences are earned on the same day, students may serve consecutive days of reduced recess/no recess.

When students earn **reduced recess**, they will report to recess as soon as they have met the expectation set by the teacher. If the student does not meet the expectation, he/she will not report to recess. When student earns **no recess**, they will report to a designated area in the school for the full duration of the recess period. All students who earn no recess will be offered the opportunity to participate in a teacher-led exercise routine.

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 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 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 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 Charges, 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 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 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 Lynn 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, lockers and cubbies, which may be assigned to students for their use, remain the property of KIPP Academy Lynn, and students should, therefore, have no expectation of privacy in these areas.

Bus Behavior

The KIPP Academy Boston Elementary Student Code of Conduct applies to daily school bus transportation as well as special school bus transportation for field trips. Students who take the school bus are expected to act responsibly and respectfully at all times. All school rules apply on the bus as well as some additional rules.

Some bus infractions include 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 or bus monitor. More serious behavior (i.e. fighting) will be investigated and consequences will be given out just as if the incident happened on school grounds.

Each bus infraction will result in a suspension from the bus for up to 5 days at a time. If a student is suspended from the bus, a child's parents 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 may lose bus privileges for the year, at which point his/her parent must bring 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., loss of recess, silent lunch, suspensions) may 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.

Before each school-sponsored field trip, permission slips will be sent home and should be signed by a parent. Students who do not return the signed permission slip will not be permitted to attend the field trip.

A student may be considered ineligible for a trip for reasons including, but not limited to: not returning the 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.

As exciting as trips are, we also understand that some students and families may feel nervous at times. We believe that trips 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 serious 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

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://kippma.org/kipp-ma-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 Elementary
Attn: Emily DoBell

50 Poydras Street
Hyde Park, MA 02126

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@kipppma.org, 617-238-7300.

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.

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

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 Emily DoBell (edobell@kipppma.org) at 617-393-5682.

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 STAFF LIST

Name	Position	Phone Number	Email
Emily DoBell	School Leader		edobell@kippma.org
Tommy Blain	Kindergarten Teacher		tblain@kippma.org
Sara-Kay Logan- Ajiboye	Kindergarten Teacher		slogan@kippma.org
Cassy Grimmnitz	Kindergarten Teacher		cgrimmnitz@kippma.org
Jesse Fetbroth	Kindergarten Teacher		jfetbroth@kippma.org
Elizabeth Fernandes	Kindergarten Teacher		efernandes@kippma.org
Megan Sanchez	Kindergarten Teacher		msanchez-raggi@kippma.org
Keith Dixon	Physical Education		kdixon@kippma.org
Linda Rae Krov	Performing Arts		lkrov@kippma.org
Emily Mitchell	Learning Specialist		emitchell@kippma.org
Shameka Coleman	ELL Specialist		scoleman@kippma.org
Kasha Sarette	School Counselor		ksarette@kippma.org
Emily Hepler	Operations Manager		ehepler@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 KABE and access to a Google Apps for EDU account within the KIPPMA.ORG domain.

I have read and agree to the above KABE Acceptable Internet Use Agreement and understand that KABE cannot guarantee the appropriateness of information or material that my child may encounter on the Internet. I shall not hold KABE 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 KABE 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 Elementary

I have received and read a copy of the KIPP Academy Boston Elementary 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 Commitment to Excellence 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 KIPP Academy Boston Elementary 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.