



KIPP Academy Lynn Collegiate Public Charter School

Student & Family Handbook

2025-2026



Revised 06/2025

Paper copies are available at the front desk. If you need a language other than English, please speak with the front desk.

Content subject to change. As we learn more about how to keep our students and staff safe in the wake of COVID-19, please note that aspects of this handbook may be revised to adapt to the most updated recommendations we receive from public health and education experts. Please see our website and letters home for the most up to date information.

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School Directory

20 Wheeler Street
Lynn, MA 01902
Phone: 781-488-0087
Fax: 781-581-5878

Issue	Name	Title	Email	Phone Number
Non-Discrimination: Any Form	Kerri Brown	School Principal	kbrown@kippma.org	508-505-5406
Non-Discrimination: Section 504	Nanditha Badami	Director of Special Education	nbadami@kippma.org	518-368-4410
Non-Discrimination: Title IX	Katherine Kiley	Title IX Coordinator	title9@kippma.org	781-824-0998
Bullying Reports	Kerri Brown	School Principal	kbrown@kippma.org	508-505-5406
Homeless Education Liaison	Carmelle Eloi	School Counselor	celoi@kippma.org	617-291-2285
Highly Qualified Teacher Notification	Kerri Brown	School Principal	kbrown@kippma.org	508-505-5406
AHERA Management	Zachary Trotsky	Chief Operating Office	ztrotsky@kippma.org	978-855-0553
Title IX	Katherine Kiley	Title IX Coordinator	title9@kippma.org	781-824-0998
School Nurse Health Program	Vickie Waters Natasha Quiroz	School Nurse	vwaters@kippma.org nquiroz@kippma.org	781-808-3910
Front Desk	Jeeselyn Hernandez Jonathan Caraballo	Office Coordinator	jhernandez@kippma.org jcaraballo@kippma.org	781-488-0087

Mission and Vision

Our Vision

Every child grows up free to create the future they want for themselves and their communities.

Our Mission

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose -college, career and beyond- so they can lead fulfilling lives and build a more just world.

Nondiscrimination

No person shall be discriminated against in admission to KIPP Academy or while a part of the KIPP Academy community on the basis of race, sex, color, religion, ancestry, gender identity, ethnicity, national origin, sexual orientation, mental or physical disability, homelessness, age, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Nor shall any person be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by KIPP Academy.

All students, regardless of race, sex, color, religion, ancestry, gender identity, ethnicity, national origin, sexual orientation, mental or physical disability, homelessness, age, athletic performance, special need, proficiency in the English language or a foreign language, shall have equal access to the general education program and the full range of any and all education programs offered at our schools.

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

Any form of discrimination or bullying/cyberbullying:	Section 504:	Title IX: Coordinator Contact
Please contact the School Principal, contact information located in the contact directory in this handbook.	Please contact the 504 Coordinator, contact information located in the contact directory in this handbook.	Please contact the Title IX Coordinator, contact information located in the contact directory in this handbook.

Commitment to Immigrant Families

We understand that many students and families are concerned about immigration enforcement activity on school grounds. To address those concerns, and to ensure that our community feels safe and protected, KIPP policy is to never ask for, nor retain, any immigration-related information from its students or families.

Moreover, KIPP policy is to always...

- require visitors, including immigration officials, to produce identification upon entry
- notify you if immigration agents approach campus to speak to your child or ask about your child
- keep your child inside the building if we have any reason to believe that ICE is waiting to speak to him or her nearby

- connect your family to all known resources

To ensure that we are always able to contact you in the event of an emergency, please be sure that we have up-to-date emergency contact information, including the contact information of an individual who may be reached in the event we cannot reach you or the student's primary emergency contact.

School Policy

Hours of Operation

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

Monday through Friday 8:25 AM- 3:30 PM

The school building will open to students at 8:25 AM from Monday through Friday. All students who wish to eat school breakfast should arrive by 8:25 AM (breakfast stops being served at 8:45 AM). **All students should be in school by 8:45 AM in order to be seated and ready for first period, which begins promptly at 8:50 AM.** Failure to be seated by 8:50 AM will result in the student being marked tardy for the day as well as their first period class.

We no longer have weekly early release days; there is now one early release day per month. School Hours during early release days are from 8:25 AM through 12:55 PM.

Students who do not have school-based after-school commitments must depart campus promptly after school each day. Students who are waiting for transportation are required to wait in designated, supervised areas to ensure student safety.

Inclement Weather Closings

In the event of poor weather conditions such as heavy snow, icy roads, flooding, fog, or hurricanes, KIPP Academy Lynn may close or open on a delayed schedule. **KIPP Academy Lynn operates independently of Lynn Public Schools for inclement weather closings. While the decision is often aligned, it is not always. Please be sure to check the local news reports.** On occasion, weather may cause an early dismissal. In this case we will call and email all families as soon as possible.

Attendance

Students who attend school regularly are more likely to have success in school and careers. Research supports the connection between regular attendance and a student's personal, social, and emotional wellness and academic success. When students are not present in school, they miss out on opportunities for social development and are often not able to make adequate academic progress; they may disengage from learning as they get further off-track and may even drop out of school.

Regular attendance is essential for student success, and excessive absences can hinder academic progress. The purpose of this policy is to ensure that students maintain consistent attendance and fully engage in their academic responsibilities.

Policy

- All students 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, including but not limited to reporting excessive absences to appropriate state agencies.
- 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.
- KIPP Academy Lynn keeps accurate records of attendance and will make the records available for inspection by the Department of Elementary and Secondary Education and/or the Department of Children & Families as needed. All questions regarding student attendance and attendance records should be directed to the school's Director of School Operations.
- 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 accordance with state and federal laws, KIPP Academy Lynn will make reasonable accommodations for students' religious needs, including the observance of holidays, provided that any requested accommodations do not create an unreasonable burden upon the school. Requests for excused absences as a religious accommodation must be made in advance in writing using the Religious Accommodation Request Form. To request a religious accommodation request form, please email info@kippma.org.

Retention

- ***KIPP Academy Lynn reserves the right to retain any student who exceeds 30 absences.***
 - The school administration may make exceptions to this policy on a case-by-case basis. Factors such as medical conditions, family emergencies, or other significant circumstances may be considered when determining whether retention is appropriate.

Tardiness and Early Dismissal

- Students are considered tardy if they arrive after 8:30 AM
- We ask that all doctor and dentist appointments be limited to non-school hours to avoid students missing class time. If a student needs to miss part of the day because of an appointment, a note from the provider must be submitted to the school.
- If an early dismissal can not be avoided, we ask that you dismiss your student before 2:00 PM to minimize distractions in learning for other students.
 - On an early release day, we ask that you dismiss your student before 1:00 PM

- If a student is dismissed early for any reason, he or she is responsible for any and all school work missed. Students must be dismissed from the main office and must check in with the staff member on duty there before leaving.
- Students who demonstrate patterns of excessive tardiness or dismissals will be required, along with their guardians, to complete an attendance re-commitment form in collaboration with a member of the school team.

How to Report an Absence

Parents and guardians are expected to notify the school if their child will not be attending school for any reason. All absences must be documented in writing by emailing kalcooperations@kippma.org. Please report absences before 9:00 AM including the reason for the absence.

KIPP MA Student’s Sense of Belonging

We aim to have students miss 1 day or less of school a month (less than 10 total absences). We have the following structures in place to center our student’s sense of belonging from the start of the school day and throughout the school year. These structures come together to ensure the wellbeing of each student, establish and maintain our community, provide students access to a trusted adult, and offer the opportunity to share any concerns.

- Play based learning (Grades K-2)
- Morning meetings (Grades K-8)
- Advisories (Grades 9-12)
- Access to school counselors and nurses
- Opportunity for student council/advocacy to School Leadership
- Joyful arrival each morning
- Opportunity for reconciliation for students who violate school culture
- Anonymous reporting QR code

If a family member wants to discuss challenges, obstacles, or anything else connected to their student’s sense of belonging they may email kalccounselors@kippma.org.

KIPP MA Attendance Intervention Plan

The purpose of this plan is to partner with families to help students meet KIPP’s attendance requirements and put in place interventions to support students who accrue a high number of absences.

Daily	If a student is marked absent, a notification is sent via text to the family by 10:00 AM that day.
3 Absences	Notification sent via text to family.
5 Absences	Notification sent via text to family. Families have the option to meet with a school administrator.

8 Absences	A school administrator will meet with the student and family to discuss the situation. Actions steps will be discussed. An attendance re-commitment letter will be signed.
13 Absences	A school administrator will meet with the student and family to discuss the situation in-person. Action steps will be discussed; including a review of the student's academic performance.
18 Absences	Students are considered Chronically Absent. At this time, school administrators will meet to investigate and, if appropriate, take steps as authorized and/or required by state law; including filing with the Department of Children and Families.
25 Absences	A Final Warning Letter will be emailed and mailed home to the family. A school administrator will meet with the student and family to discuss the potential retention of the student based on absences. A review of the student's academic performance will be conducted.
30+ Absences	A notice of retention will be emailed and mailed home to the family.

****If a student misses 10 consecutive days of school a letter will be sent home via certified mail requiring the family to contact the school and schedule a meeting within 10 days of the send date. Failure to do so will result in the student being unenrolled from the school.***

- To appeal a retention decision, families must submit a written notice with the Chief Schools Officer within five (5) calendar days of receiving the written decision. If you cannot file a written notice within that time, you may request and receive from the Chief Schools Officer an extension of time for filing the written notice for up to seven (7) additional calendar days. The Chief Schools Officer will conduct an appeals hearing with the School Principal, Student, and Family within ten (10) days of receiving the appeals request to discuss the student's academic performance and any mitigating circumstances.

Definitions

Present: According to DESE's Attendance and Dropout Reporting Guidance, a student must be at school, at a school related activity, or receiving academic instruction for at least half of the school day to be counted as present.

Excused Absence: missing school for the following reasons. Excused absences do not count towards disciplinary action, but do count towards chronic absenteeism.

- Illness/Personal Injury
- Medical Appointments
- Religious Obligations
- Bereavement Leave

Unexcused Absence: missing school for reasons not listed above. Family trips are considered unexcused. These absences count towards chronic absenteeism.

- ❖ Families will receive communication per our Attendance Support Plan below regardless if absences are excused or not.
- ❖ If/when a student is absent for 3+ days in a row (excused or unexcused) we may ask the parent/guardian for documentation connected to the extended absence.

Chronically Absent: DESE reports chronic absenteeism as the percentage of students missing 10 percent or more days regardless of whether such absences are excused or unexcused. (18 days is considered 10 percent of the 185 scheduled school days.)

Tuancy: Under state law, a school age child who is not excused from attendance and who “willfully” fails to attend school for more than 8 school days in a quarter is considered habitually truant.

Maximum Grades for Excessive Absences, Tardies, or Early Dismissals

- Students who are **absent 6 or more times for any class within one quarter** will receive a maximum grade of 69 (F) for the quarter. Earning a failing grade (69 or lower) in any quarter can jeopardize the student’s ability to earn credit for the course.
- Excused absences will be taken into consideration when making a grade adjustment, so make sure to email kalcoperations@kipma.org or send in a note to the front office within 7 days of the absence to excuse any absences.

Make-Up Work Policies

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

Students are responsible for collecting missed assignments within two days of returning to school. The deadline for completing missed assignments will be clearly set by teachers and communicated to students when they collect the missing assignment. Teachers will consider the demands of the assignment, the student circumstance for missing school, and the need to make up missed instructional time. Assignments that were due on the day of absence must be submitted to the teacher immediately upon return to school in order to be graded as “on-time”.

Late Work

Our late work policy aligns with our retake policy. Late formative assessments and late minor summative assessments **will not be accepted**, as these assessments are ineligible for retakes. Late formatives or minor summatives will be reflected in the gradebook as “NC”.

Late major summative assessments (major essay, long-term project, presentation, etc.) may be accepted up to 48 hours past the original deadline assuming the student has:

- communicated with the teacher at least 48 hours in advance of the deadline
- completed related assignments leading up to the final deadline to satisfactory standard as determined by the teacher (e.g. thesis statements, outlines, drafts, etc.)

Major summative assessment need not be accepted beyond the 48 hour extension window. Students who fail to submit major summative assessments by this extension will receive an “NC” (Not Complete) for this assignment.

If students are absent from school (sick, college visit, etc.), students will coordinate with teachers regarding on-time submission of any assignment (see ‘Make-Up Work Policies’). If a student does not submit make-up work in accordance with the teacher’s deadline, the late work policy applies.

School-Wide Extension Policy

- Students may request extensions for take-home formative assessments (e.g. homework) 24-hours in advance
- Students may request extensions for project-based assessments and essays 48-hours in advance.
- Extensions are left to the discretion of the teaching staff.

Documented College Visits

Juniors and seniors are encouraged to arrange independent college campus visits. To support this effort, KIPP Academy Lynn Collegiate will exempt up to 5 absences for documented visits for seniors and 2 absences for documented visits for juniors. Students who are absent for college visits are still responsible for making up all missed work.

The 50% Rule

A student must attend **more than 50% of a class period** to be considered present for the class. If a student arrives to class more than half-way into a class period, they will be considered absent. If a student leaves before the halfway point in any class period, they will be considered absent.

Similarly, a student must attend **more than 50% of the school day** to be considered present on daily attendance. If a student arrives more than 50% of the way into the school day, they will be marked absent for the day. If a student leaves before 50% of the school day has been completed, they will be marked absent for the day. **Being marked absent for the day makes a student ineligible for after school or extra-curricular activities.** However, when a student is marked absent for the day based on the 50% threshold, they will still be marked present for all classes they are able to attend for more than 50% of the time.

Staff at KIPP Academy Lynn Collegiate encourage families to call the front desk the day of the student’s tardy or absence to notify the school. In order for the school to consider a tardy or absence as “excused,” families must also provide written notification (email or hard copy) so that the notice may be kept on file in the event the student’s record requires review. Please note that providing a note does not guarantee that an absence will be excused and that greater than 6 absences from the same class in a given quarter can result in a maximum quarter grade of 69.

When a student is tardy or dismissed early for any reason, he or she is responsible for any and all school work missed. It is the responsibility of the student to acquire the necessary assignments and/or materials to complete the work. Students must be dismissed from the main office and must check in with the staff member on duty there before leaving. All dismissals require parent/guardian approval. This includes all students who continue to reside with their parents/guardians regardless of age. Students who no longer reside with their parents/guardians may seek approval from a school leader. Parents are encouraged not to dismiss students early unless they have medical appointments or family emergencies. Early dismissals are also marked as a class absence if the student is missing more than half a class period regardless of the reason for dismissal. Accumulating more than 6 absences per quarter from any class can result in a maximum quarter grade of 69, which can jeopardize course credit.

Students and families with extenuating circumstances must notify school personnel (which can include a counselor) to be considered for an exception to this policy.

Closed Campus

Under no circumstances are students allowed to leave the school building, or use any exit other than the main exit without permission during the school day. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the main office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered in the morning, they may not leave the building. Any and all exceptions for extenuating circumstances must be approved by a school leader with approval of a parent or guardian **before** the student leaves campus.

Visitor Policy

When possible, visitors should schedule their visit to ensure it can be accommodated. Visitors are required to present a government issued photo ID which will be scanned at the front desk upon arrival. If a visitor does not have an ID they must speak directly to the Director of School Operations for clearance. KIPP MA will never prevent a parent or guardian from access to their student's educational records or education, but building access may be withheld without proper identification. Visitors must have their visitor pass visible at all times.

Approved Visitors may include:

- Student Support Services- including consultants, providers, mentors, social workers approved to work with students, subject to KIPP MA's Background Check Policy.
- Family members or support- including family conferences, classroom visits, and other persons providing support to students (as approved by guardian)
- KIPP MA Extended community- including KIPP MA Board members, KIPP Foundation, donors, and community partners
- Vendors & service providers- including food service, HVAC providers, custodial services, etc

Prohibited Visitors

- COVID+ Persons or individuals under quarantine in alignment with state or local mandates.
- Persons presenting symptoms and/or diagnosed with other illnesses or Infectious Diseases.
- Parents, guardians, or other non-student visitors that have an active restraining order or court-issued document that prohibits their involvement with the student. This document must be in the student's file.

Shared Space

KIPP Academy Lynn and the KTCC and Regional Offices are extremely fortunate to share space with each other at 20 Wheeler Street. Therefore, all members of the community need to be thoughtful and respectful towards members of our collective community.

- Students are expected to remain in designated areas while at school. 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.

- Students will respect the authority of staff members in KTCC and Regional offices and the Little Voices Daycare.
- If a student has a negative interaction with any member of our collective community, the student should inform a staff member and allow the School Leader or his/her designee to resolve the situation.
- Students traveling to and from school on foot need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and remember that they are representatives of KIPP and treat all neighborhood community members with respect. Should students not follow these expectations, they will earn consequences as if they were in school at the time.
- Families who drive their students to or from school must not block access to the school or cause other disruptions to the traffic pattern.
- In general, all members of the school community need to be sensitive to how their actions affect the school's neighbors in and around the school.

Nutrition

We offer free breakfast and lunch for all of our students. Proper nutrition supports healthy brain development. Therefore, snacks and meals brought from home should follow these guidelines. KIPP MA encourages that if families provide students with food for school, that they follow the "Smart Snacks in Schools" guidelines, provided in response to the Healthy, Hunger-Free Act of 2010.

Restrictions on Bringing Food/Beverages to School

KALC is a nut-aware campus. Students and staff can bring peanuts and tree nuts (and their byproducts) to our campus. We ask our families to consider peanut/nut alternatives for individual student lunches and snacks out of consideration to our children with severe, life threatening allergies.

Food brought to share or distribute cannot have any peanut or nut ingredients, including peanut/nut oils or peanut/nut flour. Students and families may **not** bring home-baked goods to distribute in school, with the exception of Family Sponsored Events hosted after school hours. Students and families may bring store-bought food items for events as long as these items have clear ingredient labels and are peanut/nut free. The label must indicate that the food does not contain nuts. In other words, food that says "may contain peanuts or tree nuts" is also not permitted.

KALC has a nut-free nutrition program- all meals served (breakfast, lunch) are peanut/nut free. Our cafeteria staff and nutrition directors are ServSafe and Allergen Awareness certified. There is an optional peanut/nut free designated space and/or table in our cafeteria. If your child has a documented nut allergy and you want them to sit at the allergy aware table, please notify our school nurse.

If your child has a peanut/nut allergy, please ensure that their allergen plan is up to date with the School and their epi-pen prescription is current. Please contact the School Nurse, contact information located in the contact directory in this handbook.

Information regarding our "Life Threatening Allergies Policies" can be found in our Medical Emergency Response Plan, which can be requested at the front office at any time.

Students who choose to bring food from home are strongly recommended to bring it when they arrive to school for the day. If food must be dropped off by a family member, it should arrive **before** the student's

scheduled lunch period. If students receive food from a family member after their scheduled lunch period, they will be asked to wait until the end of the school day to eat, as eating is not permitted in classes and students won't be released from classes to eat. Given that all students have access to a free meal at KALC, students who have not received their food by their lunch period are strongly encouraged to eat the school lunch.

Please note that while outside food is welcome, students may not receive food delivery directly from restaurants or delivery services. Any delivery attempts - paid or unpaid - will be rejected by the school staff. Funds lost to rejected deliveries will not be eligible for reimbursement by KIPP Academy Lynn Collegiate.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Dress Code

The dress code is designed to ensure students are easily identified as KALC students and prepared to participate in any and all school-based activities. Clothing and accessories that are reasonably likely to cause a substantial disruption to the learning environment or to create a hostile environment to others in the school community are prohibited.

KIPP Lanyards

Lanyards and student IDs must be worn **as a necklace or lei** throughout the day to ensure consistent visibility across all students. All students will receive a picture ID at the beginning of the year that is expected to be worn on their lanyard.

Tops

Tops are to cover torso and undergarments with opaque (non see-through) material. Students may wear any shirt, cardigan, sweater, or outerwear as long as:

- When standing, shirts overlap with the waistband of bottoms.
- Messages and graphics must not cause a substantial disruption to the learning environment or to create a hostile environment to others in the school community.

Bottoms

Bottoms are to cover undergarments with opaque (non see-through) material. Students may wear any type of bottom as long as:

- When standing, bottoms overlap with tops.
- Skin is not visible above the thigh.

Shoes

- Close-toed shoes are required.
- Students enrolled in PE must wear or bring athletic shoes in order to participate and receive credit for the course.

Headgear

- Cultural headwraps and religious headgear are permitted throughout the school day.
- Functional headgear is permitted during arrival (8:20-8:50).
- Bandanas are not to be worn on campus.
- Headphones are not permitted throughout the day.
- Hoods must not be up while in the building.

Accessories

- Jewelry and accessories are permitted so long as they do not interfere with learning and are not otherwise prohibited by the guidelines above.

Use of Cell Phones, Headphones, and Electronics

Students may bring a cell phone, headphones, and other electronics to school as long as they remain silent/off and are stored in lockers or backpacks for the entirety of the school day. While KALC Leadership will investigate suspected theft and help a student locate a lost phone, **KALC will not replace or reimburse for lost, broken, or stolen cell phones/headphones/electronics**. Students can minimize these risks by ensuring they adhere to all cell phone/headphone/electronics expectations outlined below.

Cell phone/headphone/electronic use during arrival (8:25 - 8:45 am), during lunch (times vary), and after dismissal (3:30 or 1:00 pm on early release days) is permitted. Cell phone/headphone/electronic use is not permitted in hallways or common spaces beyond arrival or dismissal.

Cell phones/headphones/electronics (including smart watches) that are visible or in use in any space during the school day will result in detention for that afternoon.

Internet & Use of Technology Policy

The Internet and other online resources are provided by KIPP MA schools 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, KIPP MA schools will make every reasonable effort to ensure that the resources are used responsibly.

Student and Parent Agreement

It is important to understand that student use of the Internet at KIPP MA 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 KIPP MA schools will lose all network privileges.

Acceptable and Unacceptable Uses

The intent of KIPP MA schools 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 KIPP MA schools. A student's online conduct is ALWAYS subject to the general Code of Student Conduct, including policies governing bullying and hazing, at KIPP MA schools.

Some parts of the Internet contain material that is *not* suited for students and is *not* supportive of KIPP MA schools' educational activities. Students are not allowed to use the Internet at KIPP MA schools 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, conduct that violates the Code of Conduct, or for commercial or for-profit purposes.

KIPP MA schools utilize industry-leading technology (DNS Content Filtering) to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, KIPP MA schools cannot guarantee the appropriateness of all materials accessed by the students on the Internet. Students are required to immediately report any suspicious emails sent to a student's KIPP MA email account, including SPAM emails, that include inappropriate or obscene content.

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 online 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;
- Posting, sending or displaying any personal identification information of any minor;
- 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;
- Downloading, storing or printing files or message that are profane, obscene, or that use language that offends or tends to degrade others;

- Any online activity that encourages the use of drugs, alcohol, tobacco, weapons or other dangerous weapons that promotes unethical practices or any activity prohibited by law or KIPP MA policy;
- 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;
- Playing unauthorized games on the Internet;
- Computer piracy, hacking, or any tampering with hardware or software;
- Activities that allow a computer or network to become infected with a virus or other destructive influence.

There may be times when it is appropriate for students to take KIPP MA technology home with them. This decision is at the discretion of the school and will require a discussion with school staff.

Artificial Intelligence Policy for Students

Introduction to Artificial Intelligence:

Artificial Intelligence (“AI”) refers to the simulation of human intelligence in machines that are programmed to perform tasks that typically require human intelligence, such as understanding language, recognizing patterns, solving problems, and making decisions. In the educational context, AI tools can support personalized learning, automate administrative tasks, and provide interactive and engaging learning experiences.

Purpose and Scope:

This policy outlines the principles and rules governing the use of AI tools by KIPP Academy students within the educational environment. The aim is to ensure that students engage with AI technologies responsibly, ethically, and effectively to enhance their learning experiences while safeguarding their privacy and well-being.

This policy applies to all AI technologies and platforms accessed or used by students within the school premises, for school-related tasks, or through school-provided devices and networks.

Responsible AI Use:

Educational Purpose:

Students may only use AI tools for an assignment if they receive written permission from their teacher to do so.

Teachers may determine the educational purposes for which their students may use AI. Educational purposes may include, but are not limited to:

- Brainstorming and refining ideas
- Finding information on a topic
- Drafting an outline to organize thoughts
- Checking grammar and style

Ethical Conduct and Academic Integrity:

Students are expected to use AI technologies ethically and in compliance with KIPP Academy’s Code of Conduct, Academic Dishonesty Policy (KALC only), Cheating/Plagiarism Policy, and Internet & Use of Tech[nology] Policy. AI shall not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work. Use of AI to generate answers, to complete assignments without proper citation, or to pass off AI-generated content as one’s own is considered plagiarism. AI work may not be submitted in the place of student work.

Students found in violation of this policy may face disciplinary consequences including, but not limited to, restriction of access to AI resources, educational interventions, or other measures in accordance with the school's student discipline policies and Code of Conduct.

Privacy and Data Protection:

Students must be cautious when interacting with AI tools that require personal information. Many AI tools use information gathered through prompts and may create privacy and security issues if you enter personal information. Sharing sensitive or personal information (for example, a person's full name, address, contact information, health information, etc.) without proper authorization or oversight from a teacher or parent/guardian is prohibited.

Respectful Interaction:

Students are expected to comply with school rules and behavioral expectations when using AI tools. Abusive, bullying, or disrespectful conduct through AI platforms is unacceptable.

Safety and Security:

Students must not use AI to access or disseminate harmful or inappropriate content. They should immediately report to school authorities any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use.

Best Practices:

- Speak with your teacher before using AI tools to understand the purpose of an assignment and how AI should/should not be used.
- When using AI tools for school, keep a record of the prompt you used (including the tool used, i.e., [ChatGPT], and the date and text of your prompt) as well as the output from the tool. This will help your teacher to understand how AI was used and distinguish between your work and the AI-generated material.
- Give proper credit to AI-generated content, following guidelines provided by your teacher.
- Fact-check and proofread all AI-generated content for accuracy, bias, or potentially dangerous content.
- Use AI tools to support, and not replace, your learning.

Video Monitoring

At our schools, we sometimes use video monitoring to assist in ensuring the safety of our students, teachers, staff, and families. This may occur during, but not be limited to, student discipline investigations or events, or in the context of a restraint.

Academic Policies

The academic policies outlined below are designed to ensure students graduate on-time and prepared for the demands of college, career, and lives of independence and impact. While exceptions are rare, we acknowledge the presence of extenuating circumstances and will respond reasonably.

CD Requirements

For students to meet their CD requirement, they must pass all classes and be in full completion and demonstration of mastery of the [The Massachusetts High School Program of Studies \(MassCore\)](#). Students must satisfactorily pass coursework in two years of High School ELA, Algebra 1 and Geometry or Integrated Math I and Integrated Math II, and one year of Physics, Chemistry, or Biology.

Promotion Requirements

Each year, students must meet minimum credit requirements to be promoted to the next grade. Minimum credits required for promotion to each grade can be found in the table below.

Grade	10 th Grade	11 th Grade	12 th Grade	Graduation
Minimum Credits Required	6 credits	12 credits	18 credits	24 credits

Graduation Requirements

In order to earn a KALC diploma, students must fulfill subject-specific credit requirements, satisfy all non-curricular graduation requirements, ensure all fees are paid, and return all school property including, but not limited to athletic uniforms and equipment, technology, and textbooks.

Subject Area	Minimum	Detailed Requirements
English Language Arts	4 credits	Must enroll in one year-long ELA course each year
Mathematics	4 credits	Must enroll in one year-long math course each year Must include Algebra I, Geometry, and Algebra II
Social Studies	3 credits	Must include one full year World History course and one full year US History course
Science	3 credits	Must include Physics, Biology, and Chemistry
World Languages	2 credits	Must include two full year courses in the same language
Fine Arts	1 credit	
Physical Education	1 credit	Must include PE 1 and PE 2
Postsecondary Readiness	2 credits	Must include Junior Seminar and Senior Seminar
Civic Engagement	1 credit	Must include Activism & Advocacy
Additional Electives	3 credits	

Transfer students must submit their transcript(s) from their previous school(s) to determine the number of credits required to graduate from KALC. Grade level placement is also determined by previous course completion and grades earned.

In addition, students must earn a passing score on the grade 10 MCAS tests in English Language Arts (ELA) and Mathematics, and one of the high school Science and Technology/Engineering (STE) tests to meet their graduation requirement.

- Students who do not pass the MCAS tests in grade 10 may take retests according to these participation guidelines in grades 11 and 12 and beyond.
- The tables below describe the graduation requirements based on students' graduating class. Students are assigned a graduating class based on when they first enter grades 9-12 at KIPP MA. That class (e.g.,

2027 for a student who entered 9th grade in the school year 2023–2024) never changes in terms of graduation requirements.

	Class of 2026-2030	Class of 2031 and Beyond
Subject	Score	Score
ELA	Earn a score of 470 or higher 470-485: Partially meeting expectations 486: Meeting expectations	Earn a score of 470 or higher. 470-499: Partially meeting expectations 500: Meeting expectations
Math	Earn a score of 470 or higher 470-485: Partially meeting expectations 486: Meeting expectations	Earn a score of 470 or higher. 470-499: Partially meeting expectations 500+: Meeting or exceeding expectations
Science	Earn a score of 470 or higher on one of the MCAS Science tests	Earn a score of 470 or higher on one of the MCAS Science tests

Alternative Graduation Achievement

If school and district officials believe that there is compelling evidence that a student has demonstrated the attainment of the state's learning standards through coursework but has been unable to meet the minimum score requirements on MCAS, school administrators may award the CD based on full completion and demonstration of mastery of the [The Massachusetts High School Program of Studies \(MassCore\)](#).

Other Graduation Requirements

- All outstanding fees must be paid.
- All school property must be returned or reimbursed.

Participating in Commencement Ceremonies

- Students must complete all curricular credit requirements before the last day of senior finals in order to participate in commencement ceremonies.

Ongoing Communication of Academic Progress

Each quarter, progress reports will be sent home every three weeks. A One-Call will be sent home to remind families to ask students for their progress reports. Families are also strongly encouraged to download and use the Powerschool application to receive real-time updates regarding their child's academic progress. Families with questions concerning a specific class or assignment should reach out directly to the teacher or advisor via email as needed.

Mid-Quarter Conferences will replace Report Card Conferences in the 2019-2020 school year. Families will meet with the advisor to review all grades and will also have the option to meet with individual teachers as allowed by the teacher's advisee conference schedule. This will allow families and students to make adjustments as needed well before grades are finalized. At the end of each quarter (10 weeks), grades will be closed and finalized. Report cards will be distributed directly to students by advisors. A One-Call will be sent home to remind families to ask students for their report cards. Report cards should be signed and returned to the student's advisor.

Grade Calculation

All grades are based on a 0 to 100% scale. Final grades include the midterm and final, if applicable. The calculation of final grades is outlined in the table below.

Year-Long Course with Midterm/Final	Year-Long Course with No Midterm/Final	Semester-Long Course with Midterm/Final	Semester-Long Course with No Midterm/Final
22.5% Q1 22.5% Q2 5% Midterm 22.5% Q3 22.5% Q4 5% Final	25% Q1 25% Q2 25% Q3 25% Q4	22.5% Q1 22.5% Q2 5% Midterm	25% Q1 25% Q2

Quarterly Grade Composition & Retake Eligibility

Within each quarter, assignments are divided into three categories: major summative, minor summative, and formative.

Assessment	Major Summative	Minor Summative	Formative	Executive Functioning
Percentage	50%	25%	15%	10%
Examples	Unit test, major essay, presentation	Quiz, drafts, presentation plans, essay outlines	Exit ticket, classwork, homework	Preparedness, charged laptop, annotated text, organized notes, binder check, participation etc
Eligible for Retake?	Yes, when criteria is met.	No	No	No
Accepted late for credit?	Yes, when criteria is met.	No	No	No

Late Work & Retakes/Resubmissions (Core across KALC)

For any assignment entered into PowerSchool, the full credit must remain available for a minimum of 5 school days.

- For **late formatives, minors, and majors**, the window begins on the original due date.
- For **retakes/re-submissions of major summative assessments**, the window begins once the grade is entered in PowerSchool.

To retake a major summative or submit a late assignment, students may attend office hours within that 5-day window to connect with the teacher. Other modes of communication are acceptable, so long as said student has

a clear action plan. Given the cadence of office hours, students can make an appointment with the teacher to complete work within those 5 days. After 5 days, the teacher may use discretion so long as there is a clear action plan for said student.

Beyond the 5-day Window

If a student submits work beyond the agreed-upon window, but within 10 school days, students may earn up to 75%. For example, if a student turns in an assignment 8 days late and they score a 90, their entered grade would be a 75%

Minimum Grades

At KALC, we work to ensure no single assignment holds a student back from passing a course. Students who do not complete an assignment at all will receive a score of 50 or 40 (depending on the category of the assignment). “Missing” is marked in the grade-book as well. This is a signal that the student is not completing their assignments. (Completing missing homeworks and classworks is often a requirement for retaking a major summative, but the grade for the missing assignments will not be updated.)

Academic Dishonesty

If a member of the school community suspects or discovers academic dishonesty in any form (cheating, allowing someone to cheat, plagiarism, etc.), a member of the instructional staff will investigate. If the instructional staff determines that academic dishonesty has taken place, students involved will receive a 0 for the assignment in question and no retake or resubmission will be allowed. Repeated offenses will result in OSS.

Additional Academic Supports

Students are expected to leverage a wide variety of additional supports that are available to all students at all times. Many, but not all of these supports are described below.

- **Direct Contact with Teachers** Students may seek clarification or support for a specific assignment by calling or emailing a teacher as late as 8 PM. Calls and emails will be acknowledged by the next business day.
- **Office Hours** Teachers are available for 1:1 and small group support during scheduled office hours. Office hours may fall within the student school day while others may begin immediately after student dismissal.
- **Scheduled Intervention** The school schedule is intentionally designed for students to access additional academic support within the school day. While some intervention blocks will be assigned based on academic data, others are more flexible. Students are expected to leverage each flexible block intentionally.

School-Wide Academic Appeals Policy

- Grade appeals may be initiated via an email to an Assistant Principal. The email may be sent directly from the student or by a student advocate, which may include a student’s caseload manager, counselor, advisor, or family member. The initial email should provide a fair account of all available facts regarding the request for an appeal. The student should assume the teacher of the course will be involved in the appeal request.
- Only the Assistant Principal, or Principal can grant an appeal.
- Appeals may be initiated under the following circumstances (but not limited to): family emergency, medical emergency, student crisis, concerns over equity in grading for protected sub-populations of students, systemic issues (e.g. frequent ISS).
- Appeals may have the following outcomes (but not limited to):
 - The appeal is denied by the Assistant Principal.
 - The appeal is approved by the Assistant Principal.

- o The appeal decision is deferred to the Principal.

Credit Recovery

Students may only recover credit for 1 core class in a single summer session. If a student is unable to meet the number of required credits with 1 summer course, that student will be retained.* Students who need summer credit recovery and do not fulfill all requirements will automatically be retained.

*Students in extenuating circumstances or who have demonstrated accelerated progress through summer school may take up to another .5 credit pending approval from the Director of School Operations.

Student Advisors

Student advisors are responsible for ensuring students understand their individual performance relative to the standard for promotion and graduation. Advisors meet regularly with advisees to develop and maintain productive relationships with their advisees throughout each school year. They will also be the host of the mid-quarter conference during which families will join teachers on campus to review each student's academic performance. While families are welcome to reach out to the advisor as a first point of contact throughout the year, questions regarding academic performance in a specific class will be redirected to the teacher of that course.

Availability of In-School Programs for Pregnant Students

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

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

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

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

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

KIPP Academy Lynn allows pregnant students to take part in fitness classes, although the same documentation required for participation for all other students must be provided by the student who is pregnant as well. If a pregnant student is not able to participate in the regular physical education program, the student may request a reasonable accommodation in order to satisfy the physical education requirement..

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

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

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

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

Pregnancy Tests Grades 9-12

KIPP Massachusetts is committed to supporting students' reproductive health and personal agency, in accordance with Massachusetts law.

Under **Massachusetts General Laws Chapter 112, Section 12F**, minors are allowed to seek medical care—including pregnancy testing—without parental or guardian consent if they are pregnant, believe they may be pregnant, or are living independently.

In addition, **Massachusetts General Laws Chapter 111, Section 24E** ensures access to family planning services—medical, educational, and social—for all individuals of childbearing age. These services help students make informed choices about their reproductive health, regardless of age or marital status.

To support these rights, KIPP MA offers confidential access to pregnancy tests for students in grades 5 - 12 through the School Nurse. Because we are a community and we value our relationship with families, we've built in a step that strongly encourages students to involve their parent or guardian if they choose to do so. We believe it's important for trusted adults to be aware and involved when possible. If a student chooses not to inform their parent or guardian, we will respect that decision, as directed by state regulations.

Students looking for more information or support are encouraged to connect with their School Nurse and/or Counselor. All services and conversations are handled with confidentiality and in full compliance with state laws and school policy.

Access to Condoms Grades 9-12

In addition to pregnancy testing and counseling services, condoms are available to students in grades 9 -12 at no cost through the nurse's office. This is part of our effort to support safe and informed decision-making regarding sexual health.

Families who wish to opt their child out of accessing condoms at school may do so by submitting a [signed opt-out form](#) to the nurse's office. Students whose families opt them out will not be permitted to receive condoms from the KIPP MA nurse's offices.

Extracurricular Activities

KALC focuses relentlessly on the development of core academic skills. However, in order to best prepare our student body for future pursuits, students must also be exposed to extracurricular activities on a regular basis. While KALC staff members will facilitate most activities, some activities will be taught by external instructors.

Please be advised that some clubs and extracurricular groups will (a) last beyond regular dismissal time on some school days, (b) hold mandatory meetings on some days of the week, and/or (c) possibly occur off of school grounds. In such situations, families will receive permission slips, which will provide activity-specific information.

Extracurricular Eligibility

Students who participate in athletics and other extracurricular events are expected to regularly attend school, practices, and games/performances as well as maintain good standing both academically and behaviorally. Failure to meet these criteria may result in temporary ineligibility or dismissal from an extracurricular team for the season.

In order to qualify for extra-curricular teams, students must ensure that they are passing all classes. Official eligibility will be determined every third week with the distribution of progress reports. If a student's progress report reflects that they are passing all classes, they will remain eligible for the three week period leading up to the next progress report. In that time, if a student's score dips below passing, they are encouraged to take swift measures to ensure their grade is on track before progress reports are distributed again. If a student's progress report reflects that they are failing one or more courses, they are able to begin participating as soon as a passing grade has been achieved in all classes.

League policies indicate that students must earn a passing score for the year (Y1) in no less than 4 core classes for the preceding spring. For example, if a student wishes to join the cross country team in Fall 2019, they must have earned passing Y1 scores in no less than four core content classes in the preceding year. Core content courses are defined as full-credit, year-long courses. Students who consistently meet KALC's eligibility criteria throughout the year, which are more rigorous than league requirements, will by default be eligible for fall participation.

Attendance Requirements to Participate in Extracurricular Activities

A student must be present in school and must attend all assigned classes that day in order to participate in any team practice, scrimmage, league or non-league game, meet, contest, performance or try-out on that day. Any and all exceptions for extenuating circumstances must be approved by the athletic director before a student is permitted to participate. It is the responsibility of the student athlete to seek approval from the athletic director.

Athletic Physicals

Our student-athletes' health and physical safety is our number one priority. As such, KALC requires that students complete an athletic physical before they are considered eligible for practice or competition. Each year, the school will work to provide at least one opportunity for students to receive physicals on campus for minimal cost.

Students who have not yet completed the physical at the start of the season are encouraged to attend practice for the instruction, but may not engage physically until all athletic physical clearances have been authorized by a physician.

Code of Conduct

Purpose

As with all policies at KIPP Academy Lynn Collegiate, our expectations and discipline policies are designed to

- ensure an inclusive environment for all school community members
- ensure students and staff remain laser focused on learning
- prepare our students for lives of independence and impact
- prepare students to become engaged and productive citizens
- empower all members of the community to advocate for self and others

All members of our community ensure the physical and emotional safety of self and others.

KALC believes words matter. While we acknowledge that the meaning of language varies across different communities, we will also maintain a safe and productive school climate by avoiding words and phrases that are offensive toward groups or individuals.

Threats will not be tolerated - verbal, written, physical, on-line, or in person. Threats of violence in any form will be taken seriously and considered credible. Students who make threats may be removed from the school community while the threat is being investigated. Investigations of threats may include support from the Lynn Police department. When threats are made against our school community, whether or not they are carried out, the administration at KALC may pursue maximum consequences allowed by Massachusetts law, up to and including a long-term out of school suspension.

All members of our community support an engaged learning environment for self and others.

KALC believes learning matters. We believe that every student deserves a classroom where all students and staff can prioritize learning without disruption. Teachers will build classroom culture and prepare and execute rigorous lessons. Students will engage daily, prioritizing the task at hand despite the distractions of life. Classroom disruptions will be addressed immediately by teachers. The impact of disruptions will be minimized when peers choose not to engage. Repeated disruptions will not be tolerated and may result in disciplinary action, up to and including after-school detention, in-school suspension, or out of-school suspension.

All members of our community are present, on time, and prepared.

KALC believes every day matters. Due to our block schedule, students who miss a day of learning miss up to 95 minutes in all class periods for that day. While the work may be made up, the instruction is extremely difficult to recover. Excessive absences will be addressed with students and families and may impact the student's grade for the quarter.

KALC believes routine matters. When community members are late or unprepared, the routine suffers and the community is negatively impacted. When a student arrives late to class, a teacher may have to stop teaching to adjust attendance or a student may have to stop working to update a student on the directions they missed. The tardy student may have missed critical minutes on a quiz that's in progress. Excessive tardies to any individual

class (including when arriving late to school) will be addressed with students and families may impact the student's grade for the quarter.

KALC believes every assignment matters. We acknowledge the varying demands of life beyond KALC and work hard to ensure all assignments are meaningful and thoughtfully designed. Students must plan to complete all assignments, particularly homework, as it prepares the student to participate in class the following day. Excessive missing assignments will be addressed with students and families and may impact the student's grade for the **course**.

Students are expected to uphold all community agreements any time they are interacting with another member of the school community. This includes, but is not limited to

- anytime a student is on school grounds
- anytime a student is traveling to or from school with other school community members
- anytime a student is participating in a school-related event, trip, or activity
- cyber/electronic interactions with or related to other members of the school community

KALC Community Celebrations

When students, staff, and families in our community consistently meet expectations, we will celebrate in a variety of ways. Celebrations include, but are not limited to:

- public recognition
- special privileges
- awards
- earned events, trips, activities

KALC Community Supports & Consequences

When expectations are not met, we will hold one another accountable and support one another in quickly repairing any negative impact on self or others. For students, unmet expectations may lead to any of the following supports and consequences:

- time and guidance to reflect during or after school hours
- temporary separation from peers during non-academic blocks
- loss of privileges (including, but not limited to participation in extracurriculars)
- exclusion from celebratory events, trips, activities
- incident-specific agreements aimed to repair any damage to property or relationships

Some incidents or repeated behaviors may prompt leaders to consider more severe responses, such as in-school suspension, out-of-school suspension, emergency removals or expulsion.

In the event that these consequences are applicable to an incident, KIPP Academy Lynn Collegiate will comply with all state laws regarding these practices as outlined below.

Suspension & Expulsion Procedure

In-School Suspension

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 (an "in-school suspension"). In the case that a student faces an

out-of-school suspension, they 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 or designee is required to inform the student of the disciplinary offense charged and the basis for the charges, 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 or designee must make reasonable efforts to notify the parents orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension. The Principal or designee 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.

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

An out-of-school suspension refers to the removal from the school premises and regular classroom activities (an "out-of-school suspension"). There are two kinds of out-of-school suspensions (not including emergency removals, described below). A **short-term out-of-school suspension** (a "**short-term 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** (a "**long-term suspension**") means the removal of a student from the school premises and regular classroom for more than ten (10) consecutive or cumulative school days.

Except with respect to an in-school suspension, as described above, or emergency removal, as described below, the Principal or designee may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with oral 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 and Due Process Protections

Student disciplinary offenses resulting in out-of-school suspensions are subject to due process procedures, including notices, hearings, appeals, and education services during removals. Information about those due process protections is provided below.

The Principal or designee is required to provide oral 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 (the "**hearing notice terms**"):

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. 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;
5. the date, time, and location of the hearing;
6. the right of the student and the student's parent to interpreter services at the hearing if needed to participate; and
7. if the student may be placed on long-term suspension following the hearing with the Principal, the student's long-term suspension hearing rights and the right to appeal the Principal's decision to the Executive Director (see below).

The Principal or designee is required to make and document reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The Principal or designee is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the Principal or designee has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other

method of delivery agreed to by the Principal or designee 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 certain hearings concerning student discipline, as described below. 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 hearing or 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 cases of student misconduct for which suspension may be imposed, aside from cases involving 37H Offenses or 37H1/2 Offenses, as defined below the Principal or designee is required to consider ways to re-engage the student in learning; and shall not suspend a student from school as a consequence until alternative remedies have been tried and their results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

If the student to be suspended is in a preschool program or in grades K through 3, the Principal or designee shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before such a suspension takes effect.

Students who are expelled or suspended from school for more than ten (10) consecutive school days are entitled to receive education services and to make academic progress toward meeting state and local requirements during the period of suspension or expulsion through KIPP's education service plan (the "**Education Service Plan**"), which is described below.

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 a disciplinary hearing with the Principal or designee is for the Principal or designee to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charge(s) 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 or designee 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 or designee should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the Principal or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal or designee 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 schoolwork as needed to make academic progress during the period of removal. If the student to receive out-of-school suspension is in a

preschool program or in grades K through 3, the Principal or designee shall send a copy of his or her determination, in writing, to the Executive Director and explain the reasons for imposing an out-of-school suspension on the student, *before* such a suspension takes effect.

No Right to Appeal. The decision of the Principal or designee is the final decision for a short-term suspension. There is no right to appeal a short-term suspension. Please note that a short-term suspension that will cause a student to be removed for more than ten (10) school days cumulatively in a school year should be treated as a long-term suspension, as described below.

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 a school year.

As described above, the purpose of a disciplinary hearing with the Principal or designee is for the Principal or designee to hear and consider information regarding the alleged incident; provide the student the opportunity to dispute the charge(s) 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, 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 or designee 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 or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or designee should consider in determining consequences for the student.

Based on the evidence, the Principal or designee 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 or designee shall send a copy of their determination in writing (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 or designee

and the parent. If the Principal or designee 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 or designee;
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 or designee's decision to the Executive Director (only if the Principal or designee 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 or designee's determination on appeal.

If the student to receive out-of-school suspension is in a preschool program or in grades K through 3, the Principal or designee shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension on the student, *before* such a suspension takes effect.

Appeals of Long-Term Suspension

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

In order to appeal the Principal's or designee's decision to impose a long-term suspension, the student or parent must file a notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension (in the alternative, within five (5) calendar days of the effective date of the long-term suspension 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). 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 (3) school days of the student's request to appeal the long-term suspension, unless the student or parent requests an extension of up to seven (7) 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 Executive Director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

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

The Executive Director shall issue a written decision within five (5) calendar days of the hearing that includes items 1-4 of the written determination, as listed above (the Executive Director's "**written appeal decision**"). 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 or designee, but shall not impose a suspension greater than that imposed by the Principal's or designee's decision. The decision of the Executive Director shall be the final decision of KIPP regarding the suspension.

Expulsion

Expulsion is defined as the exclusion from KIPP Academy Boston for more than 90 school days or permanently. Massachusetts law provides the Principal with the authority to expel students for the following behavioral infractions:

- "37H Offenses," specifically,
 - Possessing a dangerous weapon, including but not limited to, a knife or a gun on school premises or at school-sponsored or school-related events, including athletic games;
 - Possessing a controlled substance as defined in M. G. L. c. 94C including, but not limited to marijuana, cocaine, and heroin, on school premises or at school-sponsored or school-related events, including athletic games; and
 - Assaulting educational personnel, including a KIPP principal, teacher, or other educational staff, on school premises or at school-sponsored or school-related events, including athletic games; and
- Being convicted of a felony or being found guilty of committing a felony either by adjudication or admission in court ("**37H1/2 Offenses**") 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.
 - Note that upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student - as opposed to the student being convicted or found guilty - the Principal may suspend such student for a period of time determined appropriate by the Principal, 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 against them and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension, which shall follow the rights and processes for the appeal of an expulsion, described below. Any such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

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 Hearing Rights

Any student who is charged with a 37H Offense or a 37H1/2 Offense, as defined above, has an opportunity for a hearing before the Principal with his or her parent or guardian. A student in an expulsion hearing shall have all the same rights afforded to a student in a long-term suspension hearing, including with respect to notice, parent participation and the right to counsel.

After the hearing, the Principal may, in his or her discretion, decide to expel the student. If the Principal decides to expel the student, the Principal shall issue a written determination to the student and parent, which shall include notice of the right to appeal, the process for appealing the expulsion, as described below, and the opportunity to receive education services. The expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The Principal may alternatively decide to suspend rather than to expel the student. If the student is suspended, the student has the same right to appeal that exists with respect to long-term suspensions, described above. The suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

If the student to receive out-of-school suspension or expulsion is in a preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Executive Director and explain the reasons for imposing the out-of-school suspension or expulsion on the student, before such a removal takes effect.

Appeal of Expulsion

- Any student who has been expelled for a 37H Offense or a 37H1/2 Offense shall have the right to appeal to the Executive Director. Any student who has been expelled from school for a 37H Offense, shall have ten (10) calendar days from the date of the expulsion in which to notify the Executive Director in writing of his or her appeal.
- Any student who has been expelled from School for a 37H1/2 Offense shall notify the Executive Director, in writing, of his or her request for an appeal no later than five (5) calendar days following the effective date of the expulsion.

The Executive Director shall hold a hearing with the student and parent within three (3) calendar days of the request for appeal. The expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director. . The student shall have the same rights at the appeal hearing that were afforded to the student as the Principal's expulsion hearing, as described above. . The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has committed the misconduct for which the student has been charged.

The Executive Director shall have the authority to overturn or alter the decision of the Principal, including by imposing a lesser consequence than the Principal. The Executive Director shall issue a written appeal decision, as described above, within five (5) calendar days of the hearing. That decision shall be the final decision of KIPP regarding the expulsion.

Students who are expelled under this section are entitled to receive education services during the period of suspension or expulsion through KIPP's Education Service Plan, which is described below.

Emergency Removal

In cases of emergency that do not involve either (1) 37H or 37H1/2 Offenses, or (2) students with disabilities facing removal from school for ten (10) or more consecutive school days or constituting a change in placement, the Principal or designee has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the Principal or designee 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 or designee's judgment, there is no alternative available to alleviate the danger or disruption. The Principal or designee is required to notify the Executive Director immediately in writing of an emergency removal and the reason for it, and describe the danger or material and substantial disruption 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:

- 1) make immediate and reasonable efforts to orally notify the student and parent of the emergency removal; the reason for the need for emergency removal; and the other matters set forth in the hearing notice terms, described above;
- 2) provide written notice to the student and parent that includes the hearing notice terms;
- 3) provide the student an opportunity for a hearing with the Principal or designee, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days following the day of the emergency removal, unless an extension of time for the hearing is otherwise agreed to by the Principal or designee, student, and parent; and
- 4) render a decision orally on the same day as the hearing, and in writing no later than the following school day.

The Principal or designee 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 Service Plan

Students who are suspended from school for ten (10) or fewer consecutive days, whether in or out of school, have the opportunity to earn credits, as applicable, and to make academic progress during the period of suspension or expulsion, for example by making up assignments, homework, quizzes, tests, projects, and other schoolwork missed. The Principal or designee will inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

KIPP has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than ten (10) consecutive school days, whether in or out of school. The Principal or designee shall ensure these students have an opportunity to receive education services and to make academic progress during the period of suspension or expulsion.

KIPP's Education Service Plan describes the education services that KIPP will make available to students who are expelled or suspended from school for more than ten (10) consecutive school days. The Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, independent study, and video conferencing. KIPP will inform such students and their parents, at the time the expulsion or long-term suspension is imposed, of available education services and the process for arranging such services, as described in the Education Service Plan.

Discipline of Student With Disabilities

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 Individuals with Disabilities Education Act (“**IDEA**”), Section 504 of the Rehabilitation Act of 1973 (“**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 KIPP 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 Section 504, are, generally, also entitled to increased procedural protections prior to imposing discipline. The following procedures apply to the discipline of students with disabilities:

- 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.
- 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,” as defined in 34 CFR § 300.536, the IEP Team (which may include the building administrators, the parent(s) and relevant members) will meet in a manifestation determination review (“**MDR**”) meeting to determine the relationship between the student’s disability and the behavior that precipitated the disciplinary action. The purpose of the MDR is to determine whether the conduct in question 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/Section 504 Plan.
- If the IEP or Section 504 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. For a student on an IEP or Section 504 Plan, the School will provide education services that are reasonably calculated to allow the student to continue to make academic progress during any period of school removal that exceeds ten (10) consecutive school days, as described above.
- With respect to students with an IEP, if the conduct for which the student is being disciplined involves weapons, illegal drugs, a controlled substances, or serious bodily injury to others, KIPP may remove the student to an interim alternative educational setting (“**IAES**”) for up to 45 school days, regardless of the manifestation determination. The IEP Team determines the IAES.
- A student on a Section 504 Plan may be disciplined in the same manner as a student without disabilities for conduct related to the student’s current use of illegal drugs or alcohol. A student who emerges in conduct determined by KIPP to constitute a significant risk to the health or safety of others, including the possession of a weapon or causing serious bodily injury, may be removed regardless of the manifestation determination.

Exclusion from Extracurricular Activities

Participation in extracurricular activities, school sports and other school-sponsored events is a privilege not a right. The Principal or designee may remove a student from such privileges based on the student’s misconduct. A student’s removal from extracurricular activities is not subject to the procedural requirements of G.L. c. 71, § 37H $\frac{3}{4}$ described above and is not a suspension for purposes of counting the school days a student is suspended.

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.

Smoking: Tobacco-Free Policy

Massachusetts General Laws, Chapter 71, Section 37H prohibits the use of any tobacco products, including vaping, 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.

Bus Behavior

The rules and policies of KIPP Academy Lynn Collegiate apply not only within the confines of the school walls, but on the bus as well. Students are expected to meet the same high expectations for behavior on the bus as they are in school. Any behavior or activity that jeopardizes the safety of other students or the operation of the bus is prohibited. The KIPP MA Student Code of Conduct applies to school bus transportation for field trips as well. Students who take the school bus or the MBTA are expected to act responsibly and respectfully in transit to and from school. All school rules apply on the bus, at the bus stops and while the bus is in transit; this includes the MBTA. Students who ride the MBTA are additionally subject to the rules and policies that govern the MBTA. Students who do not follow procedures on the MBTA may have their M-7 card deactivated.

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

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.

Student expectations are:

- Students must keep hands, feet and all other body parts inside of the window.
- Students may not at any time throw any objects on the bus.
- Inappropriate language or gestures are not permitted at any time on the bus.
- Students must follow the driver’s directions at all times.
- Students must respect the bus monitor and the bus monitor’s directions at all times.
- Students must remain seated at all times while the bus is in motion.
- Students may not eat, drink, or chew gum on the bus.
- Students are expected to keep the bus neat or clean.
- Students are expected to maintain a respectful volume on the bus. (*Yelling and screaming are at no time permitted except for in case of emergency*)

Consequences for Violations Related to Transportation

Offense	Consequences*
1st Offense	Parent Conference Required: Possible Consequences: Seat change on bus Possible detention Bus or School Suspension depending on the severity of the offense with offense
2nd Offense	Bus Suspension Required (1-5 Days)
3rd Offense	Bus Suspension Required (6-10 Days)
4th Offense	Bus Suspension Required (10+ Days- Remainder of the Year)

*School based consequences such as detentions and suspensions may be applied for any bus infractions if necessary. More serious behavior (i.e. fighting) will be investigated and consequences will be given out just as if the incident happened on school grounds.

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.

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.

Cheating/Plagiarism

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.

If a member of the school community suspects or discovers academic dishonesty in any form (cheating, allowing someone to cheat, plagiarism, etc.), a member of the instructional staff will investigate. If the instructional staff determines that academic dishonesty has taken place, students involved will receive a 0 for the assignment in question and no retake or resubmission will be allowed. Note that receiving a 0 for any assignment, particularly a major summative, will make it extremely difficult to pass for the quarter which puts a student at risk of failing the course. Repeated offenses will result in further disciplinary action including in-school suspension, out-of-school suspension, or loss of academic credit, which can in turn impact college admission.

Sex Education & Opt-Out Information

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

Anti-Hazing

Hazing is a crime in Massachusetts and will not be tolerated at KIPP Academy Lynn. Hazing shall be defined as any method of initiation into a KIPP-affiliated organization, whether on or off school grounds, which willfully or recklessly endangers the physical or mental health of any student or other person. Methods of initiation that would be considered hazing include but are not limited to whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. The consent of the victim will not be considered an acceptable excuse for hazing behavior. Anyone at KIPP Lynn, student or staff, who witnesses an act of hazing will be expected to immediately report it to the Principal and/or Assistant Principal. Staff involved in hazing will face immediate dismissal. Students involved in hazing will face consequences according to the Code of Conduct. All incidences of hazing will also be promptly reported to the local police.

Weapons

In accordance with Massachusetts law, students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home are subject to severe consequences up to and including long-term suspension or expulsion 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 Lynn 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
-

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 and lockers, which are 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.

Home Hospital Policy

What is the home-hospital procedure?

This service is provided to KIPP Academy Lynn 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 Lynn:

- 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.

Education of Homeless Students Policy

Education of Homeless Children

KIPP Academy Lynn Charter School is committed to ensuring that Homeless Children and Youth have equal access to a free, appropriate public education as provided to other students who attend KIPP Academy Lynn & Boston Charter School (hereafter, “KIPP MA”). KIPP MA shall fulfill this commitment in accordance with the provisions of the federal McKinney Vento Homeless Education Act. KIPP MA policies must strive to eliminate barriers to Homeless Children and Youth students succeeding in school.

Homeless Children and Youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters;
 - Abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Enrollment of Homeless Children and Youth

KIPP MA must strive to inform Homeless Children and Youth of their educational rights, enroll them in school, and coordinate the services necessary to ensure their success. Homeless Children and Youth may enroll

themselves or be enrolled by a parent, non-parent caretaker, older sibling, a caseworker, or designated liaison. KIPP MA shall admit any homeless student who enrolls at KIPP MA via the same processes as any other student, described in KIPP MA's Enrollment Policies, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. If a Homeless Child or Youth arrives without records, KIPP MA must assist the family, parent, or guardian and contact the previously attended school system to obtain the required records.

Enrollment shall mean a Homeless Child or Youth attending classes and participating fully in school activities, classes, educational opportunities, meals, social and athletic events, clubs, teams, and other services. Further, KIPP MA, along with the homeless student's district of temporary residence, shall provide transportation to all Homeless Children and Youth to and from school as required by the McKinney Vento Homeless Education Act. KIPP MA must ensure that all Homeless Children and Youth are able to participate in Federal, State, or local food programs as soon as possible.

The fact that a Homeless Child or Youth has an Individual Education Plan (IEP) may not be used to delay the student's enrollment or attendance, and such IEP shall be promptly implemented. Though the Massachusetts immunization statute, G.L. c. 76, § 15 generally requires students to provide proof of immunization prior to enrollment, the federal McKinney Vento Homeless Education Act overrides the state immunization law. If a Homeless Child or Youth arrives lacking immunizations or immunization or medical records, KIPP Academy Lynn & Boston has the responsibility to obtain relevant academic records, immunizations or immunization or medical records and to ensure that the Homeless Child and Youth are attending school while the records are obtained.

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 Lynn. Assistance in addressing issues relating to the education of a student and unaccompanied youth experiencing homelessness should be directed to the School Counselor, contact information located in the contact directory in this handbook.

Student Record Information

Federal and state laws and regulations require KIPP to protect the confidentiality of student record information. The Family Educational Rights and Privacy Act (FERPA) is a federal law that provides the following basic rights to parents with regard to student records: (1) The right to inspect and review their child's education records; and (2) The right to prevent unauthorized persons from seeing the same records; and (3) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Massachusetts Student Record Regulations (603 CMR 23.00 et seq.) are similarly designed to ensure parents and students the right to confidentiality, inspection, amendment, and destruction of student records. In accordance with the Massachusetts Student Record Regulations, an "eligible student" is any student who is 14 years of age or older or is in ninth grade or above.

A student's record is any information that is kept about the student in school that is organized on the basis of the student's name or in a way that such student may be individually identified. It is made up of the "**transcript**" and the "**temporary record**. The **transcript** includes the name, address and telephone number of the student and parent/guardian, the student's birth date, course titles, grades, course credit, grade level completed, the year completed, and highest level achieved on MCAS tests. The "**temporary record**" consists of information in the student record which is not contained in the transcript, such as standardized test scores, class rank (where applicable), extracurricular

activities, and progress reports and other evaluations by teachers, counselors and other school staff. Special Education records are considered part of the temporary record.

Destruction of Student Records

Massachusetts Student Records regulations require that a student's transcript be maintained by the school and may only be destroyed 60 years following the student's graduation, transfer, or withdrawal from the school system.

The temporary student record may be reviewed by the principal or designee at the end of each academic school year, at which time misleading, outdated, or irrelevant information contained therein shall be destroyed. Parents and/or eligible students who wish to obtain a copy of their temporary student record prior to such destruction shall make sure request to the school principal in writing prior to the end of the academic school year at issue.

The temporary record of any student shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

Access to Student Records

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:

- authorized school personnel who inspect the student record;
- administrative office staff and clerical personnel who add information to or obtain access to the student record; and
- school nurses who inspect the student health record.

Access of Eligible Students and Parents

The eligible student or the parent, subject to the provisions of 603 CMR 23.07(5) concerning non-custodial parents (described below), 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 discussed below. Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- 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.
- Any student, regardless of age, shall have the right receive a copy of their transcript.

- 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.
- 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.
- To request access to student records, complete and sign the online [student record request form](#).

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.

Access of Third Parties

Under FERPA and Massachusetts Student Records Regulations, with very few exceptions, a third party may not 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.

Directory Information.

Pursuant to 603 CMR 23.07(4)(a), KIPP Academy Lynn may release Directory Information without prior consent unless the parent/ guardian has provided written confirmation to opt out of the school directory. Directory information may include a student's name, age, class or grade, dates of enrollment, class, degrees, honors and awards, and post-high school plans, the most recent educational agency or institution attended.

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 complete the [Directory Information Opt-Out Form](#).

There are other circumstances where a school may release student record information without student or parent/guardian's consent, including:

1. 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.
2. 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.
3. 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.

4. 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.
5. 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.
6. KIPP provides notice that it may provide authorized school personnel of a school to which a student seeks or intends to transfer with access to such student's record without the consent of the eligible student or parent/guardian.
7. 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

Access Procedures for Non-Custodial Parents

As required by M.G.L. c. 71, § 34H and in accordance with 603 CMR 23.07(5), a non-custodial parent may have access to their child's student record in accordance with the following provisions.

1. A non-custodial parent is eligible to obtain access to the student record unless:
 - 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
 - the parent has been denied visitation, or
 - 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
 - there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
2. 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).
3. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. 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).
4. 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.
5. 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.

Amending the Student Record

An eligible student or parent/guardian has the right to add information, comments, data, or any other relevant written material to the student record and the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

1. If such student or parent/guardian is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or their designee to make the objections known.
2. The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent/guardian a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

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 Lynn 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 Lynn will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. KIPP Lynn 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 Lynn 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

Highly Qualified Teacher Notification

No Child Left Behind, a federal legislation 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 Lynn'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 Lynn, information regarding the professional qualifications of your student's classroom teachers, including:

- a) Whether the teacher possesses 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 the School Principal, contact information located in the contact directory in this handbook.

AHERA Notice

The AHERA management plan for the KIPP Academy Public Charter School's facilities are available for review in the school regional administrative office during normal school hours. Please contact the Director of Facilities, contact information located in the contact directory in this handbook.

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 7:00 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:

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 1.09 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 45 days of receipt of the complaint. 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.

Complaints Regarding the Violation of State or Federal Law

Complaints may also be filed with the Department of Elementary and Secondary Education, Program Resolution System 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.

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 a protected class may report such harassment or discrimination to hr@kipppma.org or compliance@kipppma.org.

An individual may also file a complaint with the Office for Civil Rights of the Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, Telephone: 617-289-0111
FAX: 617-289-0150; TDD: 800-877-8339, Email: OCR.Boston@ed.gov

Appendix A

KIPP Academy Lynn Charter School & KIPP Academy Boston Charter School (“KIPP Massachusetts”)

Bullying Prevention and Intervention Plan

Updated April 2024

Overview

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 370) that are important for students and parents or guardians to know are described below. The Bullying Prevention and Intervention Plan (the “Plan”) is applicable to students and members of the school staff, including, but not limited to educators, school leaders, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, paraprofessionals, operations staff, related service providers and regional office staff. As required by M.G.L. c. 71, s. 370, the original Plan was developed with input from KIPP MA students, families, administrators, staff, and the Board of Trustees. Notice will be given and public comment is welcome and encouraged after each substantive revision to the Plan prior to adoption by the Board of Trustees.

At KIPP Massachusetts (“KIPP MA”), it is expected that all members of the school community will treat each other in a respectful and affirming manner and with respect for differences. KIPP MA is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, retaliation, and harassment. This commitment is an integral part of the comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

KIPP MA recognizes that certain students and staff may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, housing status, academic status, gender identity or expression, pregnancy or parenting status, physical appearance, or 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. KIPP MA promotes a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, cyberbullying, harassment, or teasing.

KIPP MA has established separate discrimination or harassment policies that provide additional protections for students and staff. Nothing in this section shall alter the obligations of the school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

KIPP MA does not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, retaliation, or harassment in the school buildings, on school grounds, or in school-related activities or events. KIPP MA will promptly investigate all reports and complaints of bullying, cyberbullying, retaliation, and/or harassment and take prompt action to end that behavior, and restore the target’s and community’s sense of safety, and to prevent recurrence of that behavior. KIPP MA will support this commitment in all aspects of the school community, including curriculum development and implementation, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Plan is a comprehensive approach to addressing bullying, cyberbullying, retaliation, and harassment. KIPP MA is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, KIPP MA established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, retaliation, and harassment. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged respondent. In such cases, the Executive Director or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged complainant. If the Executive Director is the alleged respondent, the Board Chair, or their designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

Definitions

“Bullying” as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff members 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 themselves or of damage to their 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.

“Cyberbullying” is bullying through the use of technology or 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 on a multitude of apps and platforms. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

“Harassment” is a form of discrimination in which the target is subject to unwelcome conduct based upon a protected characteristic that is sufficiently severe, pervasive, or persistent that it creates a hostile environment or interferes with or limits the ability of the target to participate in or benefit from the services, activities, or privileges provided by the school.

“Sexual Harassment” under Title IX includes (1) Any instance of quid pro quo harassment by a school employee; (2) any unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the school’s education program or activity; and (3) any instance of sexual assault, including dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). KIPP MA has adopted a separate Title IX Policy and Grievance Procedures which is available on the [school’s website](#).

“Hostile environment” as defined in M.G.L. c. 71, § 37O, 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 a student’s education.

“Respondent” is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

“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.

“School Staff” includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

“Complainant” or “Target” is a student or staff member against whom bullying, cyberbullying, or retaliation has been perpetrated.

Prohibitions Against Bullying, Cyberbullying, Retaliation, and Harassment

KIPP MA prohibits:

1. all forms of bullying and retaliation;
2. all forms of harassment, discrimination and hate crimes based upon race, color, religion, ancestry, national origin, ethnicity, sex, sexual orientation, socioeconomic status, gender identity or expression, housing status, academic status, physical appearance, pregnancy or parenting status, age or disability; and
3. Retaliation related to an allegation of bullying, cyberbullying or harassment.

Acts of bullying cyberbullying, retaliation, and harassment are prohibited:

- i. on school grounds and all sites and activities under the supervision and control of KIPP MA or where it has jurisdiction under the law, including at a school-sponsored or school-related activity, function, or program whether 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; or through the use of technology or an electronic device owned, leased, or used by KIPP MA, and
- ii. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by KIPP MA, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of the school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires KIPP MA to staff any non-school related activities, functions, or programs.

Policies and Procedures for Responding to Bullying and Retaliation

A. Reporting bullying, cyberbullying or retaliation

Reports of bullying, cyberbullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal any instance of bullying, cyberbullying, or retaliation. When the principal is the alleged respondent, the report should be made immediately to the Executive Director. When the Executive Director is the alleged respondent, the report should be made to the Board Chair. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. KIPP MA makes a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form which is available in paper format at the end of this Plan or on KIPP MA’s website, cell phone numbers for all staff members, and a dedicated mailing address.

Use of an Incident Reporting Form is not required as a condition of making a report. KIPP MA will:

1. include a copy of the Incident Reporting Form in the student handbook for students and parents or guardians;
2. make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
3. post it on the [school's website](#). The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
4. make it available via email by contacting info@kippma.org

If a student, staff member, or parent/guardian needs assistance in reporting bullying, cyberbullying or retaliation, the principal is available to help fill out the Incident Reporting Form. Students are provided with private and age-appropriate support to report a bullying, cyberbullying, retaliation, or harassment incident. Reports may be filed with a trusted adult or directly with the principal or designee.

At the beginning of each school year, KIPP MA will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the Executive Director or designee when the principal or the assistant principal is the alleged respondent, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

a. Reporting by Staff

A school staff member is required to report immediately to the principal or designee any instance of bullying, cyberbullying, or retaliation that they witness or become aware of. When the principal is the alleged respondent, the report should be made immediately to the Executive Director. When the Executive Director is the alleged respondent, the report should be made to the Board Chair. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school and procedures for behavior management and discipline. Staff members must complete an Incident Reporting Form and file it with the principal or designee.

b. Reporting by Students, Parents or Guardians, and Others

KIPP MA expects students, parents or guardians, and others who witness or become aware of an instance of bullying, cyberbullying or retaliation involving a student to report it to the principal or designee immediately. The report should be made to the Executive Director when the principal is the alleged respondent. Reports may be made anonymously, but no disciplinary action will be taken against an alleged respondent solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or Executive Director or designee when the principal or assistant principal is the alleged respondent.

B. Responding to a report of bullying, cyberbullying or retaliation – Allegations of Bullying by a Student

a. Promoting Safety

Before fully investigating the allegations of bullying, cyberbullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the complainant and/or the respondent in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the complainant; and altering the respondent’s schedule and access to the complainant. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying, cyberbullying or retaliation a student who has reported bullying, cyberbullying or retaliation, a student who has witnessed bullying, cyberbullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying, cyberbullying or retaliation.

b. Obligations to Notify Others

- i. Notice to Parents or Guardians. Upon determining that bullying, cyberbullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the complainant and the respondent of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- ii. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the Chief Schools Officer and Director of Compliance. The Chief Schools Officer and Director of Compliance will notify the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- iii. Notice to Law Enforcement. At any point after receiving a report of bullying, cyberbullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the respondent, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the respondent.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation

The principal or designee will promptly investigate all reports of bullying, cyberbullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages

of the students involved. The principal or designee may assign another school or district employee (known as the investigator) to investigate the alleged incident.

During the investigation the principal or designee, among other things, will interview students, staff, witnesses, parents or guardians, and other relevant parties, as necessary. The investigator will remind the respondent, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor or school psychologist, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation including information detailing the investigation steps, findings, basis and response. The records of the investigation will be maintained in accordance with federal and state privacy laws including FERPA and 603 CMR 49.00. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after the investigation, bullying, cyberbullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the complainant is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the complainant's or respondent's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or other supports or services.

The principal or designee will promptly notify the parents or guardians of the complainant and the respondent about the results of the investigation and, if bullying, cyberbullying or retaliation is found, what action is being taken to prevent further acts of bullying, cyberbullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the complainant's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the complainant must be aware of in order to report violations.

The principal or designee shall notify law enforcement if the principal has a reasonable basis to believe that criminal charges may be pursued against the respondent.

E. Responding to a Report of Bullying by KIPP MA Staff

KIPP MA recognizes that in some situations an instance of bullying could be reported where the respondent is a staff member. In such events, KIPP MA will ensure the situation is properly investigated and that all of the witnesses are able to speak truthfully without fear of consequences. Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in

disciplinary action, up to and including termination of employment. In the event that there is a situation where a student or staff member reports an incident of bullying by a staff member then the procedures listed above will still apply. Additional safety measures may be appropriate where the respondent is a staff member and the alleged target is a student due to the power differential between staff and students.

The principal, Executive Director, board chair or designee will conduct a thorough investigation and can rely on the support of the KIPP MA Human Resources Director for guidance on potential actions steps related to an individual's performance or employment. With the support of the Human Resources Director, the individual in charge of investigating will communicate action steps with students, staff and families as is legally permissible.

F. Taking Disciplinary Action

Where it is determined that inappropriate conduct has occurred, KIPP MA will act promptly to eliminate the conduct and will impose disciplinary action as appropriate. The disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct. Corrective action, as necessary, can include a recommendation for counseling or other therapeutic services.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and Section 504, which should be read in cooperation with state laws regarding student discipline and are adhered to by KIPP MA.

G. Teaching Appropriate Behavior Through Skills-Building

Upon the principal determining that bullying or retaliation has occurred, and in accordance with M.G.L. c. 71, § 37O(d)(v), the school will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches that the principal may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; and
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

H. False Allegations

If the principal or designee determines that a student knowingly made a false allegation of bullying, cyberbullying or retaliation, that student may be subject to disciplinary action, in accordance with the Plan and the KIPP MA student Code of Conduct. All students shall be afforded the same protection regardless of their status under the law.

Any parent or guardian wishing to file a claim/concern or seeking assistance outside of KIPP MA may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available upon request from KIPP MA's regional office.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, socioeconomic status, gender identity, physical appearance, sexual orientation, or 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. Nothing in the Plan prevents KIPP MA from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of KIPP MA or the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H, 37H½ and 37H3/4, M.G.L. c. 71, §§41 and 42, M.G.L. c. 76 § 5 other applicable laws, or KIPP MA policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Training and Professional Development

A. Annual Staff Training on the Plan

Staff will be trained annually, and on an ongoing basis, about the Plan including, but not limited to their duties under the Plan and an overview of the steps that the principal or designee will follow upon receipt of a report of bullying, cyberbullying or retaliation, an overview of the bullying prevention curricula to be offered at all grades throughout KIPP MA. Staff members hired after the start of the school year participate in school-based training during the school year in which they are hired.

B. Ongoing Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district wide professional development will be informed by research and will include information on:

- a. developmentally (or age-) appropriate strategies to prevent bullying;
- b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- c. information regarding the complex interaction and power differential that can take place between and among a respondent, complainant, and witnesses to the bullying;
- d. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- e. information on the incidence and nature of cyberbullying; and
- f. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying, cyberbullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs).

Additional areas identified by the school or district for professional development may include:

- a. promoting and modeling the use of respectful language;
- b. fostering an understanding of and respect for diversity and difference;
- c. building relationships and communicating with families;
- d. constructively managing classroom behaviors;
- e. using positive behavioral intervention strategies;
- f. applying constructive disciplinary practices;
- g. teaching students skills including positive communication, anger management, and empathy for others;
- h. engaging students in school or classroom planning and decision-making;
- i. maintaining a safe and caring classroom for all students; and
- j. engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

C. Written Notice to Staff

KIPP MA will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the student code of conduct.

Access to Resources

A. Assessing Needs and Resources

The Plan serves KIPP MA' blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula and training programs. This process will assist KIPP MA in identifying resource gaps and the most significant areas of need. Based on these findings, KIPP MA will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities. Students will be surveyed once every four years, in order to assess school climate and the prevalence, nature and severity of bullying in KIPP MA schools. This anonymous survey will be developed by the Massachusetts Department of Elementary and Secondary Education ("DESE") and data from the survey will be shared with DESE.

B. Identifying Resources

Annually, the regional leadership team will review the current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the team will develop recommendations and action steps to fill resource and service

gaps for the upcoming year. These recommendations may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.

C. Counseling and other services

Counseling will be provided by contracted licensed professionals. When necessary, the leadership team will build partnerships with community based organizations to provide culturally and linguistically appropriate resources. Principals, along with counselors or other staff members, will develop safety plans for students who have been targets of bullying or retaliation. As the need arises, the school will provide social skills programs to prevent bullying and will also offer education and/or intervention services for students exhibiting bullying behaviors. In addition, the leadership team may consider using tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

D. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

E. Referral to Outside Services

When the regional leadership team, with the guidance of licensed professionals, determines that school resources are insufficient to address a specific bullying situation, students and families may be referred to outside services. Referrals will comply with relevant laws and policies.

Academic and Non-Academic Activities

A. Specific bullying prevention approaches

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- a. Using scripts and role plays to develop skills;
- b. Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistances;
- c. Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- d. Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- e. Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- f. Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Plan. On at least an annual basis, KIPP MA will review the Plan specifically as it relates to how students can report instances of bullying.

B. General Teaching Approaches That Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- a. Setting clear expectations for students and establishing school and classroom routines;
- b. Creating safe school and classroom environments for all students, including for students with disabilities, LGBTQ+ students, and students experiencing homelessness;
- c. Using appropriate and positive responses and reinforcement, even when students require discipline;
- d. Using positive behavioral supports;
- e. Encouraging adults to develop positive relationships with students;
- f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- h. Using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Collaboration and Resources for Families

KIPP MA strives to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including:

A. Parent Education and Resources

KIPP MA will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. Topics will include, but are not limited to, the following: (i) how parents and guardians can reinforce the curricula at home and support the school plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

B. Notification Requirements

Each year KIPP MA will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The school will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. KIPP MA will post the Plan and related information on its website.

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Complainant/Person Filing the Report:

This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged respondent solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are the: Student Staff member (specify role) _____
 Administrator Parent Other

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Complainant (Person who received the behavior): _____

Name of Respondent(Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.