

*To Families and Students:
 This publication contains
 important information. Please read it.
 Then, remove and sign the Parent and
 Student Agreement in the center of the
 book and return the agreement to your
 school.
 Thank you.*



2015-2016
**Guide to the
 Boston Public Schools**
for Families and Students



What's Inside

- School/Family Partnership
- Promotion ● Attendance
- Testing ● Transportation
- School Programs & Services
- Code of Conduct
- Report Cards
- Residency Policy
- "No Child Left Behind"
- And much more!

2015-2016 DISTRICT CALENDAR

- August 19-20..... New Teacher Institute:
First-year teachers report
- September 3All teachers and paras report
- September 7 Labor Day: No school
- ▲ September 8Students in grades 1-12 report,
including grade 1 in ELCs and EECs:
Full day of school
- ◆ September 10All kindergarten students report
(including EECs, ELCs, and special ed.)
- October 12..... Columbus Day: No school
- November 11Veterans' Day: No school
- November 25..... Early release for students and staff
- November 26-27 .. Thanksgiving Recess: No school
- December 24-31 Winter Recess: No school
- January 1 New Year's Day: No school
- January 4All teachers and paras report

- January 5Students return from recess
- January 18..... M. L. King Jr. Day: No school
- February 15Presidents' Day: No school
- February 16-19 February Recess: No school
- February 22 Students return from recess
- March 17Evacuation Day: No school
- March 25Good Friday: No school
- April 18..... Patriots' Day: No school
- April 19-22..... Spring Recess: No school
- April 25 Students return from recess
- May 30..... Memorial Day: No school
- * June 7 Last day for seniors
- June 17Bunker Hill Day: No school
- June 21 (or day 179) Early release for students
- ▼ June 22 (or day 180) Last day of school:
Early release for students

- ▶ June 22 is the 180th school day, if no days are lost due to cancellations.
- ▶ June 29 is the 185th day required for calendar purposes.
- ▶ No graduation program should be scheduled before June 7, 2016.

▶ All BPS offices and Welcome Centers closed.

Major Religious & Cultural Holidays

Sept. 14-15Rosh Hashanah	March 25 Good Friday
Sept. 23Yom Kippur	March 27 Easter
Sept. 24*Eid al-Adha	Apr. 23Passover begins
Nov. 11Diwali begins	Apr. 29Orthodox Holy Friday
Nov. 26 Thanksgiving	May 1 Orthodox Easter
Dec. 7-14Hanukkah	May 8Mother's Day
Dec. 25Christmas	June 6* Ramadan begins
Dec. 26-Jan. 1Kwanzaa	June 19Father's Day
Jan. 1New Year's Day	July 5*Eid al-Fit
Jan. 6Three Kings Day	
Feb. 8 Lunar New Year	

Observance of Jewish and Islamic holidays begins at sundown of the preceding day. * Estimated

AUGUST 2015

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▶ Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit www.bostonpublicschools.org for current information.

2015–2016 Guide to the Boston Public Schools for Families and Students

Produced by:

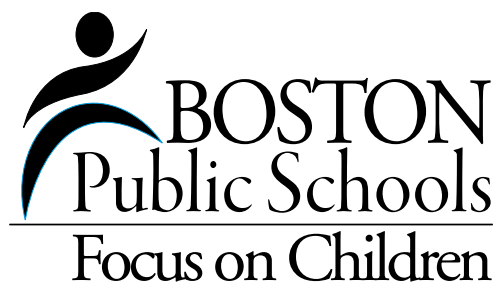
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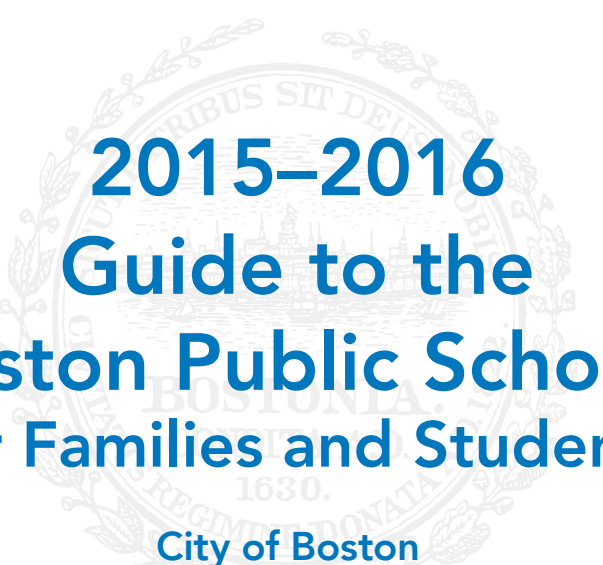
www.bostonpublicschools.org

The Guide to the Boston Public Schools is available in
Cape Verdean Creole, Chinese, English, Haitian Creole, Portuguese,
Somali, Spanish and Vietnamese.



This publication summarizes many laws, policies, regulations, and practices that are important to Boston Public Schools (BPS) students and their parents and guardians. It is not intended to be a complete directory of all laws and policies concerning students and parents.

Federal and state laws, BPS policies, regulations, and practices at the district and school building levels are subject to change. Some information may have changed since the Guide was printed in July 2015.

The seal of the City of Boston is faintly visible in the background, featuring a circular design with the text "SIGILLUM REIPUBLICAE BOSTONIENSIS" and "1630." around the perimeter.

2015–2016 Guide to the Boston Public Schools for Families and Students

City of Boston

Martin J. Walsh, Mayor

Boston School Committee

Michael O'Neill, Chair

Dr. Hardin Coleman, Vice-Chair

Meg Campbell

Michael Loconto

Jeri Robinson

Regina Robinson

Dr. Miren Uriarte

Boston Public Schools

Dr. Tommy Chang, Superintendent

September 2015

Our Mission

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life.

Non-Discrimination Policy

The Boston Public Schools does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.

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Please sign and return the Parent and Student Agreement!

The Parent & Student Agreement on pages 35-38 of this Guide is very important. It is a legal document that we will keep on file at the school. Please remove these pages from the booklet, read and sign each section, and return the Agreement to your child's school right away.

We ask all parents to do this to be sure they read the Guide and understand the policies and laws that affect their children. We also need the signature of a parent or guardian so their children can take part in certain school activities.

Suggestion Box

The Boston Public Schools would love to hear from readers about this Guide.

- Is it helpful?
- Is any information missing or confusing?
- Do you have suggestions for next year's Guide?

Please contact:
communications@
bostonpublicschools.org
617-635-9265

A Message from Superintendent Chang



Dear Parents, Guardians, and Students:

Welcome to an exciting new school year in the Boston Public Schools. It is my privilege to serve as your superintendent and partner. It is our ultimate goal to help all students grow into lifelong learners who graduate ready for success in college and career.

We are a team of leaders and learners. As a team, we will build on the strengths of BPS and support the areas that need to grow. BPS believes in the "culture of we," where every student matters. This is why we are working to improve our focus on equity, so that all of our students succeed no matter where they live in our city. Our team, with seasoned BPS and new-to-BPS educational leaders, commits to serving all BPS students and families by working together with all central offices and with every school to meet students' learning needs.

We are committed to ensuring that all BPS students receive a high quality education at every school. In this great city with dozens of competitive universities and leading industries, we aim to prepare our students to enter those halls of higher learning and fill jobs that haven't even been created yet so they can help lead the Boston of the future.

This bright future includes your family and community. We are very proud to serve you, and we look forward to building an even stronger BPS where every student develops the skills, knowledge, confidence, and interpersonal skills to be successful in college and the workforce.

Why is this Guide important? For one thing, it explains many of the **policies that affect students:** for example, what they must do to be promoted to the next grade, and our expectations for maintaining a safe and respectful learning environment for students and staff. It further explains what happens when students don't meet these expectations.

Second, it describes the many ways **families can support their children's learning** at school and at home.

Third, it describes the many **rights that are guaranteed by law** to students and their parents: for example, the right to be treated equally regardless of race or disability, the right to participate in school decision-making, the right to know the qualifications of the child's teacher, and the right to privacy regarding student records. It also advises parents and students about what to do if they think their rights may have been violated.

Fourth, the Guide gives **helpful information on many topics**, from testing to transportation to health services to school cancellations.

Finally, it has **directories** of BPS schools and offices, a **checklist for solving problems**, education **resources** for families, and the school-year **calendar** (inside the front cover).

School-Based Rules. In addition to state and federal laws and the district's Code of Conduct, each school has its own set of policies, approved by the School Site Council. Your principal or headmaster should give you a copy of the School-Based Rules along with this Guide.

All our policies and rules have only one goal: to help every student achieve to high academic standards in a safe, respectful, positive learning environment. With your support and involvement, we can reach that goal together.

Dr. Tommy Chang
Superintendent

Directory of Services for Families

Boston Public Schools (BPS) Offices

MAIN NUMBER.....	617-635-9000
Adult Education and Evening High School.....	617-635-9300
Boston Student Advisory Council (BSAC).....	617-635-8079
Citywide Parent Council (CPC).....	617-635-9210
Communications (media, website and publications).....	617-635-9265
Counseling Services.....	617-635-8030
Countdown to Kindergarten.....	617-635-6816
Data and Accountability (testing).....	617-635-9450
Early Childhood Education.....	617-635-9701
Educational Options (Alternative Education).....	617-635-8035
Employment Permits, Students.....	617-635-8030
Engagement (school and family support).....	617-635-7750
Engagement (central office).....	617-635-9660
English Language Learners.....	617-635-9435
Enrollment Planning & Support (school assignments).....	617-635-9516
Equity (discrimination and civil rights issues).....	617-635-9650
Exam Schools and Advanced Work Class (AWC).....	617-635-9512
Family Literacy Center.....	617-635-9300
Food and Nutrition Services.....	617-635-9144
Guidance Services.....	617-635-8030
Health and Wellness.....	617-635-6643
Hearings and Appeals (disciplinary issues).....	617-635-1577
High School Support.....	617-635-8079
Homeless Students.....	617-635-8037
Human Capital (personnel).....	617-635-9600
Instructional and Information Technology (OIIT).....	617-635-9199
Medical Services.....	617-635-6788
Newcomers Assessment and Counseling Center (language testing).....	617-635-1565
Parent University.....	617-635-1683
Re-engagement Center.....	617-635-2273
Safety Services.....	617-635-8000
School Committee.....	617-635-9014
Special Education and Student Services.....	617-635-8599
Special Education Parent Advisory Council (SpedPAC).....	617-297-7335
Student Records.....	617-635-9507
Summer School.....	617-635-9336
Superintendent's Office.....	617-635-9050
Title I Training Center.....	617-635-7750
Transportation.....	617-635-9520

BPS Welcome Centers

Dorchester

☎ **617-635-8015**

Campbell Resource Center
1216 Dorchester Ave., Dorchester

Roslindale

☎ **617-635-8040**

515 Hyde Park Ave., Roslindale

Roxbury

☎ **617-635-9010**

Bolling Municipal Building
2300 Washington St., Roxbury

East Boston ★

☎ **617-635-9597**

Mario Umama Academy
312 Border St., East Boston

Mattapan ★

☎ **617-635-9596**

Mildred Avenue School
5 Mildred Ave., Mattapan

★ *Satellite centers/limited hours. Call or visit our website for details.*

2015-2016 Hours of Service*:

School Year: Monday, Tuesday, Thursday and Friday:

8:30 a.m.–5 p.m. Wednesday: 12:00 noon–7 p.m.*

Summer 2016: Hours vary; please call any Welcome Center or visit our website for details, bostonpublicschools.org/domain/280

Closed: Federal, state, and city holidays

★ These hours do not apply to the East Boston and Mattapan centers.

Back-to-School & School Registration

Hot Line ☎ **617-635-9046**

Help with school registration, assignments, transfers, transportation, and other school questions. Hours of service are Monday through Friday as follows:
August 17–September 4, 2015 ■ 8:30 a.m.–5:00 p.m.
September 8–11, 2015 ■ 8:00 a.m.–6:00 p.m.
January 4–29, 2016 ■ 8:30 a.m.–5:00 p.m.

Safe Space & Bullying Prevention Hotline

617-592-2378 (call or text)

For students to report bullying at school, out of school, online, and via electronic devices; and for students to use if they feel unsafe in or out of school. Staffed 24/7 by trained counselors.

Confidential Safety Tip Line

☎ **1-877-SCH-SAFE**

For students to report threats, weapons, drugs, and dangerous situations.

Residency Tip Line ☎ **617-635-6775**

Leave anonymous tips about students attending the Boston Public Schools who do not live in the City of Boston.

Additional Services

Boston: City Services (9 a.m.–5 p.m.)..... cityofboston.gov | 617-635-4000

Mayor's 24-Hour Line..... 617-635-4500

Boston Centers for Youth & Families (BCYF)..... 617-635-4920

Mayor's Health Line..... 1-800-847-0710

Mayor's Office of New Bostonians (multilingual)..... 617-635-2980

Mayor's Youthline..... 617-635-2240

Massachusetts Department of Elementary &

Secondary Education (DESE)..... www.doe.mass.edu | 1-781-338-3300

Charter School Information..... 1-781-338-3227

Parent Training and Resources..... See pages 61–63

Family/School Partnership: The Home-School Connection

Family engagement plays a key role in helping students succeed in school and in developing a sense of pride in the school community. The Boston Public Schools (BPS) is committed to helping schools, staff, families, students, and the community to establish active partnerships that strengthen student learning and improve schools.

The Office of Engagement works with all BPS schools to build the capacity of families and school staff, organize School Site Councils and School Parent Councils, plan activities to engage families in their children's learning, and support parents and school staff in their efforts to better communicate and work together to increase student learning, especially families of English language learners and families who have children in special education programs.

Here are some examples of how schools engage families in student learning:

- individual parent-teacher conferences with a focus on sharing and explaining student progress (at least two per year)
- workshops on the subjects your child will learn, tips and strategies to help your child at home, and a guide to help your child prepare for tests
- home visits by school staff or other parents
- special events, such as Math and Literacy Nights
- School Parent Council and School Site Council
- Parent University learning sessions
- opportunities to volunteer—in classrooms, the school Family Center, fundraising activities, and fun events.

Every Boston public school is expected to:

- set aside space and resources for parent meetings
- schedule time each week for teachers to contact or meet with parents
- respond promptly to questions and requests from parents
- communicate regularly with parents in the language spoken in the home
- provide opportunities for two-way communication so that families are able to give input and feedback
- share and explain student data in a family friendly format
- inform parents in a family-friendly format of strategies to improve student achievement at school and at home
- provide parents with a syllabus (a written summary) of the main topics to be covered in each course.

Family Engagement and No Child Left Behind

Under the federal No Child Left Behind (NCLB) law, all schools that qualify for federal Title I funding must have a written Parent engagement Policy, developed with and approved by parents. This policy should spell out how parents will be involved as partners in their children's education.



In addition, every Title I school must develop a Home-School Compact, which is an agreement that defines the responsibilities that administrators, students, teachers, and parents will undertake to improve student achievement. After the Compact is approved by the School Site Council, copies should be sent to all parents for signature.

See pages 58-59 to learn more about NCLB and home-school partnership.

The School Parent Council

All BPS schools—including pilot schools and in-district charter schools—must have a School Parent Council (SPC). The SPC brings all parents in the school community together to support the school and advocate for quality education. As the parent or guardian of a BPS student, you are automatically a member of your School Parent Council. The SPC must elect an Executive Committee in the fall and take steps to ensure that it is active and diverse, representing all families within the school. The SPC also elects representatives to serve on the School Site Council (SSC) and works closely with the SSC to review the school's budget, recommend programs, sponsor events, solve problems, and raise funds for special school activities. The SPC should also select parents as representatives to the Citywide Parent Council (CPC) and the Special Education Parent Advisory Council (SpedPAC).

What if your school doesn't have an SPC? Contact the Office of Engagement (OE), 617-635-7750. They can help you work with your school leader to start one. Also contact OE if the school is not notifying you of SPC and SSC elections, meetings, and events.

The School Site Council

Many decisions affecting the education of BPS students are made in schools. School-based decision-making is the responsibility of the School Site Council. All schools must have a School Site Council or, in pilot schools, a Governing Board. School Site Councils approve school policies and rules and review the budget.

The School Site Council also may request waivers from some BPS policies. Parents are important members of these councils.

The Personnel Subcommittee of the School Site Council approves the hiring and in-transfers of teachers who are members of the Boston Teachers Union. It must have one parent member, selected by the School Site Council.

Other Groups for Parents

In addition to the School Parent Council and School Site Council, the BPS has groups for parents whose first language is not English, whose children have disabilities, and whose children are in Title I programs. Phone numbers are given on page 9.

Welcome Centers

The Boston Public Schools' Welcome Centers offer many services for families. They are listed on page 5. Visit them to:

- get advice about your school choices and BPS policies
- register students for school
- apply for transfers to other schools
- fill out a change-of-address form if you move
- pick up information (in many languages) about schools, summer programs, and health and human services resources available to Boston families.
- learn how you can become engaged with your child's school and support their learning at home

PLEASE NOTE: Parents/guardians must produce identification for ALL transactions at the Welcome Centers.

Parent University

Parent University is a free learning experience designed to help BPS parents increase their understanding of how children learn and develop; what their children should be learning; how to help their children succeed; and how to bring other parents together to work for school improvement. Parent University also offers classes such as financial management, health and wellness, English for Speakers of Other Languages (ESOL), and computer literacy.

➔ bpsfamilies.org/parentuniversity or ☎ 617-635-1683

Outreach to Families

- BPS uses an automatic **telephone calling system** to contact families of students and BPS staff. We use it to communicate important information quickly, such as school emergencies and reminders about events and deadlines. You may receive automated calls from your child's school or the BPS central office. **IMPORTANT:** *Contact the school if your phone number changes!*
- Through the SIS Family Portal (also referred to as ASPEN), **families can go online** to view current grades and assignments for their children, check daily attendance, and even receive automatic notifications by e-mail or text message. Families will also be able to view school announcements and receive communications from teachers. Information on students' summer school status is also posted in the SIS Family Portal. To register for the SIS Family Portal, go online to: sis.mybps.org. We have created a step-by-step guide to help you set up your account. You can find the online instructions and video at bostonpublicschools.org/Domain/192. Additional training opportunities may be available through your child's school.

About the School Parent Council

- ❑ Every school must have a School Parent Council (SPC). All parents are members. Only parents can be members.
- ❑ The SPC is the place where parents can express their concerns, advocate for the school, and plan school activities and events.
- ❑ The SPC elects its Executive Committee at a meeting held each year in the fall, not later than October 15. At that meeting, it also elects parents to serve on the School Site Council.
- ❑ SPC officers are supposed to meet regularly with the principal to discuss school-wide issues.

About the School Site Council

- ❑ Every school must have a School Site Council.
- ❑ The School Site Council is made up of parent representatives, teachers, the principal, and associate members. High school councils also have two student members. The number of parents equals the number of professional educators (including the principal/headmaster).
- ❑ Parent representatives on the School Site Council are elected at the annual School Parent Council (SPC) election meeting. This meeting must be held by October 15.
- ❑ The School Site Council:
 - reviews and approves the Quality School Plan
 - reviews and approves the entire school budget
 - develops and approves plans to increase parent engagement
 - approves waivers to BPS rules and union contracts
 - reviews and approves all recommendations that will have a major impact on the school community
 - oversees all school-based committees.
- ❑ The parent representatives on the School Site Council must report back to the SPC.
- ❑ School Site Council meetings are public meetings, open to all.

More Information:
Office of Engagement
bpsfamilies.org
☎ 617-635-7750

Visitors are Welcome!



The Boston Public Schools extends a warm welcome to parents and others to visit our schools and classrooms. At the same time, we must assure that our students and staff are safe and learning is not disrupted.

Schools must be aware of who is in the building and why they are there. All schools have a video buzz-in system so no one can enter the building without the knowledge of the office staff. Middle schools, high schools, and many K-8 schools have security professionals on-site.

In addition, we have developed the following guidelines for school visitors. “Visitors” include parents and school department employees, as well as others.

- All visitors must report to the school office and sign in before going elsewhere in the building, and they must sign out before leaving. Some schools have a desk near the main entrance where visitors may sign in and out. If no one is sitting at the desk, the visitor must go to the office.
- All visitors will receive a Visitor’s Pass when they sign in. They must return it to the office or sign-in desk when they leave. Please be sure your Visitor’s Pass is visible while you are in the school or schoolyard. Visitor’s passes are not required at Open Houses, Parent Nights, or other school-sponsored events open to the public.
- For the safety of our students and staff, we will consider that visitors who do not sign in and cannot show a Visitor’s Pass are trespassing. A school staff member may ask them to leave the building and schoolyard.
- Visitors who want to meet with a teacher or administrator must make an appointment. Teachers have time each week set aside to meet with parents. No appointment is necessary for conferences at Open Houses, Parent Nights, or other school-sponsored events open to the public.
- Teachers who are expecting a visitor should notify the office. In some cases, a staff member may escort the visitor to the meeting place.
- Sometimes there may be a problem between a parent and a teacher or other staff member. If a meeting is scheduled to address the problem, it will take place in the office or a conference room—not in the classroom. The parent must first report to the office and will be escorted to the meeting place. A school administrator will be present at the meeting.
- If parents must pick up their child before the regular dismissal time, they should call the school office first. They should pick up their child in the office or other location named by the school. Parents may not go directly to the classroom to pick up their child. The school will not release a student to anyone other than a custodial parent without the parent’s consent and proper identification.
- Occasionally parents or other visitors have disrupted school activities by insisting on visiting classrooms unannounced, harassing staff, shouting, or using inappropriate language. If such disruptive behavior continues, the school administrator may restrict the individual’s visits or deny future access to the building and schoolyard.
- Please see page 40 for information on CORI/SORI checks for school volunteers.

Communications Policy

The Boston Public Schools, Boston School Committee, Superintendent, and all central and school-based staff have a responsibility to communicate accurately and effectively with families, students, colleagues, partners and the community. Ongoing communication is essential to developing and sustaining effective home/school/community partnerships for improving student achievement.

The Boston School Committee affirms these principles:

- Families and citizens have a right to know what is happening in their public schools.
- All BPS employees have an obligation to ensure that the public is kept systematically and adequately informed.
- Boston Public Schools staff and families benefit from improved sharing of information—positive and negative.
- Written and verbal communication from schools and employees should reflect the BPS commitment to supporting all children and families, with a focus on student achievement through high-quality teaching and learning.
- Effective communication must be two-way; schools and the central office must find ways to hear from families, students, and the community about important issues and decisions.
- Language used to communicate with families and the community must be free of educational terms unfamiliar to non-educators.
- All communication must reflect and be sensitive to the diversity of BPS families and staff, free of bias with respect to race, ethnicity, language, education, income, gender, religion, sexual orientation, or disability.

More Information about the Communications Policy:
bostonpublicschools.org/Page/133
Follow the instructions to access “Circulars,” then click the Communications folder.

📞 617-635-9265



Advocating for Your Child: A Problem-Solving Checklist

If you have a school-related problem, we want to help solve it. Every school should have a handbook that describes the procedures for resolving problems in the school. If you need additional help, please call the individuals or offices below in the order listed.

If possible, provide a written description of your problem. Write down the name of everyone you speak with and keep all documents and letters related to your problem.

Issues Affecting Your Child's Learning

- 1 Teacher
- 2 Principal or Headmaster
- 3 Administrator of Operations ★

General School Issues

- 1 Principal or Headmaster
- 2 Administrator of Operations ★

School Governance (Parent & School Site Councils)

- 1 Principal or Headmaster
- 2 Office of Engagement, 617-635-7750
- 3 Administrator of Operations ★

Discipline

- 1 Principal or Headmaster
- 2 Administrator of Operations ★

Safety

- 1 Principal or Headmaster
- 2 Administrator of Operations ★
- 3 Confidential Safety "Tip" Line, 1-877-SCH-SAFE
- 4 City of Boston Anti-Bullying Hotline, 617-592-2378

★ Each school has a Principal Leader and an Administrator of Operations. To find contact information for your school's Principal Leader and Administrator of Operations, please visit our website: bostonpublicschools.org, click "Schools" and open the School Organization Chart at the bottom of the page.

Transportation

- 1 Principal or Headmaster
- 2 Transportation Department, 617-635-9520 or schoolbus@bostonpublicschools.org

Attendance

- 1 Teacher
- 2 Student Support Coordinator
- 3 Principal or Headmaster

School Assignments, Transfers, Waiting Lists, and Residency

- 1 School Hot Line, 617-635-9046 (see page 5 for dates of service)
- 2 Welcome Centers (see page 5)
- 3 Enrollment Planning & Support, 617-635-9516
- 4 Appeals concerning residency policy: Office of Equity, 617-635-9650

REMEMBER: Principals and headmasters can't make or change school assignments or guarantee that your child can attend a certain school.

English Language Learner Issues

- 1 Teacher
- 2 Principal or Headmaster
- 3 Newcomers Assessment and Counseling Center, 617-635-1565
- 4 Office of English Language Learners, 617-635- 9435

Special Education Issues

- 1 Teacher
- 2 Principal or Headmaster
- 3 Special Education & Student Services, 617-635-8599

To Learn More about Family/School Partnership

- ➔ Visit the Office of Engagement website bpsfamilies.org
- ➔ Visit the BPS website, contact your school, or call:

Office of Engagement	617-635-7750
BPS Welcome Centers	See page 5
Citywide Parent Council (CPC)	617-635-9210
Special Needs Parent Advisory Council (SpedPAC)	617-297-7335
Title I Training Center	617-635-7750
- ➔ See pages 61–63 for a list of organizations that provide education-related resources and support for families.

Did you know...

- You don't have to wait for school Open Houses to meet with your child's teacher. Teachers have time set aside each week for contact with parents.
- Call the school office to schedule a time to talk with the teacher – either at the school or by telephone.
- By the end of September, each school must give parents the name and phone number of school staff (in addition to their child's teacher) whom parents can call if they are concerned about their child's progress.
- Each fall, teachers must give families an outline of the year's learning objectives, curriculum, and student projects.

Preparing for a Productive Parent-Teacher Conference

When the time comes for a parent-teacher conference, the right preparation can help parents get much more out of the meeting and help them gain a better understanding of what they can do to help their child succeed. Careful preparation will also help parents set the stage for an ongoing relationship with the teacher.

Getting a Good Start

Parents should try to establish a positive relationship with the teacher. One way to do this is to comment on something that reflects well upon the teacher. For example, thank the teacher for having made thoughtful notes on your child's homework or for the special attention in helping your child learn to multiply.

Often, at parent-teacher conferences, teachers will give parents examples of the student's work and possibly a report card. This is a good time to have a conversation about teaching methods and how student progress is measured. Are students assessed through tests? Portfolios? Class participation? Projects? Parents may also ask the teacher to help them understand school policies.

How is My Child Doing?

Since the parent-teacher conference is usually about 20 minutes, parents should plan to cover only a few topics. When putting together a list of questions, you might want to ask the most important ones first.

Here are some questions you might want to ask about your child:

- What is my child like during the day? Does he or she participate in class discussions and activities?
- What subjects is my child doing well in? What subjects is my child struggling with? How will the school support her/him over the next term so that s/he is at grade level in those subjects? What are some things I can do at home to help him/her improve in the areas that need work?
- What are the standards for my child's grade level? Can you show me a piece of work that reflects the highest standard?
- How does my child interact with other children and adults?
- How much help should I provide on homework assignments?
- Is my child in different classes or groups for different subjects? How are these groups determined?
- Is my child trying as hard as he or she can?

Including the Student

A growing number of middle schools and high schools are finding that including students in parent-teacher conferences gives the student a greater sense of responsibility for his or her learning. During the conference, students will often discuss portfolios—a collection of student work that shows the student's efforts,

progress, and achievements in one or more subjects. The student describes to the parents and teacher what is good about the work, what he or she learned, and where improvements can be made.

If the student is not participating in the conference, parents may ask their child beforehand if he or she has any concerns about school. Also, parents may wish to ask the child what his or her strengths and weaknesses are, and what some favorite and least favorite subjects are. It will save time during the conference if parents have already discussed books, classes, and schedules with their child.

Parents may consider telling teachers about any big changes that have taken place in the child's life (such as the death of a pet, a grandparent who is ill, parents who are divorcing, or a family move), or important activities in which the child is involved (such as sports, scouts, community service, or an after-school job).

Addressing Problems

Parent-teacher conferences are a good time to discuss any challenges—either academic or behavioral—a child might be having at school. When problems arise, parents will want to:

- Avoid angry or apologetic reactions. Instead, ask for examples.
- Ask what is being done about the problem and what strategies seem to help at school.
- Develop an action plan that may include steps that parents can take at home and steps the teacher will take when the problem comes up at school.
- Schedule a follow-up conference and decide on the best way to stay in touch (phone, e-mail, or letters sent to the home).

Following Up

When discussing the conference with the child afterward, stress the good things that were covered and be direct about problems that were identified. If appropriate, explain to the child any action plans that were arranged.

A good way to promote a continuing relationship with the teacher is to say "thank you" with a note, e-mail, or telephone call. Keeping in touch with the teacher, even when things are going well, can help the child do better in school. When a child knows parents and teachers are regularly working together, the child will see that education is a high priority requiring commitment and effort.

— by Ted Villaire
(edited by the Boston Public Schools)

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Family/School Partnership: The Home Connection

Simple Ways to Encourage Learning

Here are some simple things you can do at home to help your child learn and succeed.

1

Let your children know you believe in them. Let your children hear, starting at a very young age, that you believe in their ability to do well. Continue to tell them this at every age. Help them understand the connection between effort and achievement: if they work hard at school, they will be successful.

2

Talk, sing, read and play with your children, as often as you can, starting when they are infants. These activities help them to develop oral language and background knowledge, which in turn will help them to succeed in school. Talk with them about their lives and interests. Share stories of your life with them. Read with them every day!

3

Involve your extended family. Ask all the people who care about your children—aunts, uncles, grandparents, cousins, godparents, baby sitters, neighbors, and friends—to encourage your children to do well in school and express their love of learning.

4

Limit screen time. Set limits on the time your child spends on the computer, watching TV, playing video games, and texting—whether they are with you, with a baby sitter, or alone. Children under age two should not watch TV at all. Screen time should be educationally focused and help students to reinforce or expand their learning opportunities. Less “screen” time can mean more time for exercise, imaginative play and reading.

5

Show a positive attitude toward school and learning. Express your interest in how your children are doing at school. Try asking simple questions such as “Was your best friend at school today? Did you do anything new at school?” Also ask questions that don’t have a “yes” or “no” answer, such as, “What did you do in art today?” If you can, find ways to get involved at your children’s school. For younger children, go through their backpacks nightly to see the work they have done and to look for any important notices from their teachers.

6

Make sure your children do homework. Look over your children’s homework each night. Ask them to explain what they are learning. Make sure that assignments are completed. If possible, find a quiet place with good light for your children to study, and set aside time each evening for homework. Turn off the TV during homework time. If your children often say there was no homework assigned, check with the teacher.

7

Help your children with time management and organization. Make sure that they have notebooks or folders for each subject. Try to have paper, pencils, and other school supplies on hand. Give them tips on how to take clear notes and write down all school assignments. Establish a set time each day for doing homework. Children often concentrate better on homework after a break and some physical exercise—but don’t leave it until just before bedtime. It’s usually better to have children do the hardest assignments first, before they get tired. However, sometimes it helps to get focused by starting with something easy.

8

Make sure your children get enough sleep. Children, and even adolescents, need at least nine hours of sleep each night to do their best in school. According to the National Institutes of Health, a child who hasn’t had enough sleep has trouble paying attention and responding quickly, and may have more behavior problems. Setting a regular bedtime for your children is another simple way to encourage learning.

Adapted from: www.colorincolorado.org (a great resource, in English and Spanish)

For more ideas on helping your child at home, ask the teacher. Teachers have time set aside every week for parent contact.



Reading to Children Why should I read to my child?

Children love it when their parent, an older child, or another adult reads to them—and it is the single most important activity to help children become successful readers. Reading to children also builds their vocabulary and gives them the background knowledge that will help them understand more difficult books in school.

My daughter can read books on her own. Should I still read to her?

Yes! Even adults like being read to. Children are able to understand and enjoy books that are read to them that are too difficult for them to read on their own.

How do I know if the books I choose for my son are too hard?

The books that children read independently should be easy so they don’t become frustrated. If they succeed with easier books, they will want to read more—and soon they will be able to read harder books. If you are not sure if the book is right for your child have him/her point to the words on the page that they don’t know. If they have five or more, you may want to consider choosing a different book or reading that particular book with your child.

What should my child read?

Children should read many kinds of texts: fiction, non-fiction, fantasy, biographies, nursery rhymes, feature articles, memoirs, and poetry. Schedule regular trips to the library. Librarians are wonderful resources to help your children find books that they will love.

Family/School Partnership: The Home Connection (cont.)

Math Tips for Parents

- ✓ Ask your child to show you the **First in Math website** at www.firstinmath.com and teach you how to play. Each week, ask your child how many stickers he or she has earned. Every student in grades 1-8 has access to First in Math at www.firstinmath.com where they can participate in a wide range of math activities using their own personal student accounts. Family accounts are also available through your child's student account.
- ✓ Ask your child, "**How do you know?**" and "**What do you notice?**" to understand and extend your child's thinking. Try to be aware of how your child is making sense of the math, and don't teach "shortcuts." This may only confuse your child. Many schools have Math Nights for parents to learn about the school's approach to math instruction.
- ✓ **Use household chores and everyday opportunities** to reinforce math learning. Everyday opportunities might include:
 - *Counting:* Ask questions like, "How many trucks do you see?" "How many people are ahead of us in line?" "Can you put 10 containers of yogurt in the basket?"
 - *Geometry:* Describe and compare shapes while taking a walk.
 - *Measurement:* Use a ruler or other measuring tool to find the length of various objects in your home. Have your child compare the length of these objects.
 - *Fractions:* "If this recipe calls for $\frac{1}{4}$ cup sugar and we want to double the recipe, how much sugar do we need?"
- ✓ Learn how to **help at home** with these on-line resources:
 - BPS Family Guides to Learning, www.bpsfamilies.org/families/family-learning-guides. Tips for parents and caregivers on how to talk about student learning with their child and the teacher, as well as activities for supporting learning at home.
 - Parent Roadmaps to the Common Core State Standards for Mathematics, bostonpublicschools.org/commoncore.
 - www.nctm.org/resources. Homework help and lots of links to resources.
- ✓ **Keep in touch with the teacher** to learn whether your child is working at grade level and what the family can do at home to help improve academic progress.

Did you know...

BPS Parent University offers sessions at local schools, community organizations and libraries on topics ranging from testing and early childhood to school transitions and nutrition.

More Information:

☎ 617-635-1683 or 617-635-7750

www.bpsfamilies.org/parentuniversity
parentuniversity@bostonpublicschools.org

Don't Miss "Get Engaged - Making the Home-School Connection"

on the Boston Neighborhood Network (BNN)
Comcast Channel 9 and RCN Channel 83

Tune in every Thursday evening, 6:00-6:30 p.m.
Topics presented on the program include educators and families sharing their stories of educational excellence, engagement tips for families, after-school resources, and more.

So turn on, tune in, and "get engaged!"

Reading Tips for Parents

- ✓ Have younger children read aloud to you every night (even comic books are okay), and read aloud to your child, in English or in the language spoken at home.
- ✓ Choose a quiet place, free from distractions, for your child to do nightly reading assignments.
- ✓ Have your child read in ordinary places (in the car, reading recipes, in the supermarket, during breakfast, at bedtime—even in the bathtub!)
- ✓ Letting your child see you read will spark his interest.
- ✓ As your child reads, point out spelling and sound patterns such as cat, pat, hat.
- ✓ Ask your child questions about the characters and events in the story being read. Ask why she thinks a character acted in a certain way. Ask her to support the answer given with information from the story. Before getting to the end of a story, ask what she thinks will happen next and why.
- ✓ Start a parent-child book club where you select a "book of the month" that you both read and then discuss.
- ✓ Take your child to the library or bookstore as often as you can. Help him apply for a Boston Public Library card—it's free!
- ✓ Encourage your child to read a wide variety of books and on-line materials that introduce experiences and opportunities your child might be thinking about, such as college and careers.
- ✓ Ask your child about a movie or show she has seen, and find a book on that topic.
- ✓ Encourage your child to write e-mails to friends and family, text, use Twitter, and create blogs with book reviews and recommendations.

The Boston Public Schools Promotion Policy

The Boston Public Schools (BPS) is committed to ensuring that every graduate is a lifelong learner, productive worker, responsible citizen, and thoughtful participant in our diverse communities. Every teacher, administrator, parent/guardian, and other adult involved in the lives of BPS students shares in the responsibility to help all students meet these expectations.

The Promotion Policy reinforces the expectations and responsibilities set forth in the BPS Citywide Learning Standards. The Promotion Policy:

- defines the expectations we hold for all students and the strategies that schools will use to help them succeed
- ensures that promotions are earned and based on academic achievement
- reduces as much as possible the need for students to repeat a grade
- ensures that students start each school year with the skills and knowledge they need to do grade-level work, and that graduates are well prepared for higher education, adult life, and employment
- ensures that students are prepared to pass the Massachusetts Comprehensive Assessment System (MCAS) and/or Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments
- establishes a process that supports students and demands hard work from them
- recognizes that students learn at different rates and calls for organizational structures that respond to students' differences
- defines the ways in which teachers, administrators, students, and parents are accountable.

Promotion Requirements for All Grades

Students must fulfill several requirements to be promoted to the next grade. All students must earn passing grades in certain courses and maintain good attendance. In some grades, students also have to pass standardized tests in reading and math.

Schools may establish promotion requirements that exceed those listed on pages 18–23. These additional requirements must be approved by the School Site Council.

Boston Public Schools is reviewing its graduation requirements in order to better align them with Massachusetts Department of Elementary & Secondary Education (DESE) expectations and the Massachusetts Core High School Program of Study. Please see page 22.

English Language Learners

Students in programs for English language learners must meet promotion and graduation requirements. However, ELL students may not be retained in grade if the only reason for not passing the required tests is lack of language knowledge. Students will have access to bilingual dictionaries during all standardized assessments except those assessing English language skills and knowledge.

Students with Disabilities

Students with disabilities are expected to meet promotion and graduation requirements. A student's Individualized Education Program (IEP) or Section 504 Plan will describe the conditions under which the student will take standardized tests for each subject scheduled for assessment, or if the student requires an alternate assessment. Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations. A student's 504 plan will describe what, if any, testing accommodation will be needed.



Passing Grades in Courses

Teachers base the grades they give to students on several factors, including:

- scores on classroom tests
- completion of required products—for example, a book report or science project. The Promotion Policy says students' grades on these products will count for at least 20% of their year-end grades
- homework assignments
- participation in class discussions and activities
- notebooks
- citywide tests in English, math, history/social studies and science/technology.

A passing grade for any course, classroom test, or assignment is **60%** or higher.

Keeping Track of Progress

Parents can keep informed about their children's progress through:

- report cards (see the schedule inside the back cover of this Guide)
- parent-teacher conferences
- individual reports on results of state tests
- review of homework, tests, and notebooks
- progress reports for students with disabilities, distributed with report cards, that describe how students are doing in meeting the goals outlined in their IEPs.

The Promotion Policy and School Attendance

In addition to meeting academic requirements, students must meet state laws and BPS requirements for school attendance. Excellent attendance and school success go hand in hand. The more often a student is absent—even if the absence is unavoidable—the harder it is for the student to keep up with the class. Students with good attendance are more likely to pass MCAS than those with poor attendance.

BPS Attendance Policy

- 1 A student must attend school for at least a half-day to be marked “present.” Check with the principal or headmaster to find out what a half-day is. In most schools, it is:
 - 3 hours in elementary school
 - 3 hours and 5 minutes in middle school
 - 3 hours and 10 minutes in high school.

Students who arrive after the beginning of the day must follow the school’s tardy procedures in order to be considered present for the day. Elementary and middle schools may not count excessive tardiness as an absence. High schools may count excessive unexcused tardiness as an unexcused absence. Each high school creates its own policy, working with the School Site Council and student representatives. Families must be notified by telephone or in writing after the first unexcused absence created by student tardies, with additional notification according to the school’s policy.

- 2 A student with more than three (middle and high school) or four (elementary school) unexcused absences in a marking term, or more than 12 unexcused absences for the year, will receive a grade of NC (no credit) if the student otherwise earned a passing grade. If the student has not earned a passing grade, he or she will receive an “F” or a “1” (fail).
- 3 If a student receives an NC for one or more marking terms, but does not exceed 12 unexcused absences for the year, the NC will be changed at the end of the school year to the grade the student would have otherwise received.
- 4 A student may change an NC for the year to a letter/number grade, and earn credit for the course, by passing the final exam at the end of the year or during summer school.

Excused Absences

Students must bring in a note after each day they are absent. The note must include the date absent, the reason for the absence, a phone number for the parent or guardian, and the parent or guardian’s signature.

Students may make up work they missed during excused absences. Excused absences may include:

- an illness or injury that prevents the student from attending school. The illness or injury must be verified by a health care provider, school nurse, or parent.
- a death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis

- court appearances
- medical or psychological tests during the school day. The parent must show evidence (such as a note from the health center) that the tests could not be scheduled after school.
- religious holidays
- visits to special education schools in some cases for students with disabilities
- other extraordinary situations approved by the School Site Council.

What Is an Unexcused Absence?

Some parents think that any absence will be excused as long as the parent sends a note. This is not true. Here are a few examples of **unexcused absences**—even if the parent sends a note:

- repetitive and chronic absence due to illness or injury. In these cases, for the absence to be excused, the parent must submit a letter from a health care provider verifying that the student was too sick or injured to go to school.
- student needed to baby-sit
- cutting class
- family vacation
- trip to the homeland
- extension of a religious or cultural holiday beyond the designated day or days on the school calendar.

After a public meeting, the School Site Council may expand the list of unexcused absences. See the School-Based Rules for details. Whenever possible, parents should check with the principal before allowing a child to miss school if they are not sure the absence will be excused.

Students are responsible for making up the work they missed when they are absent. However, the school is not required to help a student make up tests and assignments the student missed due to unexcused absences.

Students with six or more unexcused absences will be referred by a teacher or the principal/headmaster to the school’s Student Support Team (SST). The SST will review the case and work with the family to develop a plan to help the student improve attendance.

- ➔ For the complete Attendance and Punctuality Policy, please go to bostonpublicschools.org/Page/133, and click the link to the “shared drive.” The policy is circular ACA-18 in the Academics folder.

Supervisors of Attendance

Coordinating with school-based staff, the BPS supervisors of attendance investigate attendance problems primarily outside the school environment. They work in the community, visit homes, and counsel students and their families. When necessary, the supervisors of attendance file and represent chronic cases in Boston Juvenile Court.

- ➔ Supervisors of Attendance 617-635-8035

Support for Students Who Need Extra Help to Be Promoted

By the end of September, each school must give parents the name and phone number of school staff (in addition to their child's teacher) whom they can call if they are concerned about their child's progress.

In the middle of each marking period, the school must send "warning notices" to parents of students who are in danger of failing. The marking period schedule is inside the back cover of this Guide.

By the middle of October, teachers must identify students who are at risk of not meeting grade-level standards and requirements. They must notify parents of the problem in writing. The school may consider a variety of options to help the student succeed, such as:

- tutoring during or after school
- a change in schedule or teacher
- a referral to community-based support services.

By the end of January, schools must send written notices to parents of students who remain at-risk of being retained. From February through June, schools must maintain written contact with those parents to inform them of their child's progress. Copies of these letters must be kept on file.

Educational Proficiency Plan

High school students who did not score at least 240 (below Proficient) on the MCAS tests in English Language Arts (ELA) and/or math must have an Educational Proficiency Plan (EPP) to help them reach proficiency. The principal/headmaster is responsible for assigning staff to design, implement, and coordinate EPPs. The EPP includes:

- A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input;
- The courses the student must take and successfully complete in grades 11 and 12; and
- A description of the assessments the student will take each year to determine whether he or she is making progress toward proficiency.

Students who have EPPs must complete the requirements of the EPP and also score Proficient or higher on the MCAS in order to graduate.

More information on the EPP: www.doe.mass.edu/ccr/epp/qa.html

Acceleration Academies

Acceleration Academies may be held during the February and April vacation weeks in several BPS schools. They offer intensive instruction to students in grades 3-8 most in need of extra support in ELA and math.

Summer Scholars Program

Students in grades 3–9 will be invited to attend the **Summer Scholars Program** if they have not completed these requirements:

- ❶ passed English language arts (ELA)/English as a second language (ESL) or math; and
- ❷ passed one of the reading and one of the math tests required for their grade level (see pages 18-23).

Summer Review High School

Summer Review High School is for students in high school and also grades 7 and 8 in the exam schools who have failed one or two courses with a final grade of F+ (50%–59%). It gives students the chance to pass the course and earn points toward promotion and graduation. All major courses are offered. The number of courses a student may take may vary from year to year.

Students may not go to Summer Review High School if their grades are below 50% or if they were absent more than 30 days.

Students also have access to **Credit Recovery**, an online learning opportunity which allows students to

retake courses they have failed. For more information, contact your school guidance counselor.

Repeating a Grade

The Promotion Policy states that students should not remain in elementary school (grades 1–5) for more than six years or in middle school (grades 6–8) for more than four years. However, a student may have to repeat a grade more than once, following review by the principal, teacher, parent, and support staff, if the student:

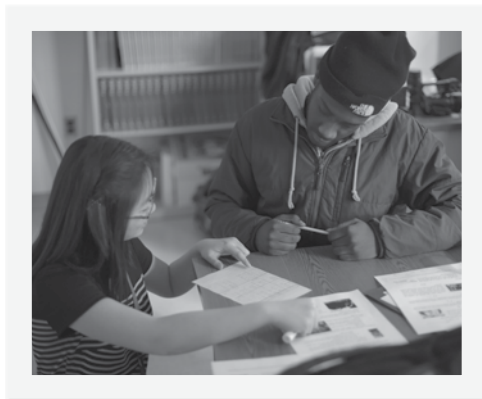
- ❶ does not attend the Summer Scholars Program as required; OR
- ❷ has not met all course requirements.

The principal/headmaster has the final authority to make decisions on promotion and retention.

Alternative Routes to a High School Diploma

Boston Public Schools offers several programs to give adults and high school-age students who have left school a second chance to earn a high school diploma or GED.

- ➔ Adult Education & Community Services 617-635-9300
- ➔ BPS website: bostonpublicschools.org/Domain/189
- ➔ Re-engagement Center (for students who have dropped out and want to return) 617-635-2273



Assessment: Measuring Student Achievement

Throughout the school year, teachers test, or assess, students on what they have learned and what they can do. Assessment includes paper-and-pencil tests, computer-based tests, oral and written reports, performances, and projects.

Teachers or the companies that publish the textbooks used in our schools create some of the tests our students take. Other tests, such as the Boston Public Schools (BPS) end-of-course assessments in English language arts, math, history, and science, are created by BPS educators for use in all BPS schools, in partnership with assessment companies. PARCC assessments and MCAS, described on these pages, are given in every public school district and charter school in the state. BPS also uses a variety of reading and math tests that are given in school districts all over the United States.

- For the specific tests given in each grade, see page 18 (kindergarten–grade 5), page 20 (grades 6–8), and page 22 (grades 9–12).
- For information on your child’s performance, ask the teacher, principal, or headmaster.
- For the 2015–2016 assessment calendar and general questions about assessment: bostonpublicschools.org/Page/239.

PARCC

The Boston Public Schools began using **Partnership for Assessment of Readiness for College and Careers (PARCC)** assessments in 2015. PARCC is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers.

The PARCC tests in literacy and mathematics include two kinds of questions:

- Longer questions that usually require multiple steps. These questions measure critical thinking, reasoning, and the ability to apply skills and knowledge in reading, writing and math.
- Multiple-choice questions to measure concepts and skills in reading comprehension and math.

More Information about PARCC

- ➔ bostonpublicschools.org/parcc
- ➔ doe.mass.edu/parcc/

MCAS

Before the 2014–2015 school year, every student attending a Massachusetts public school took **MCAS (Massachusetts Comprehensive Assessment System)** tests. MCAS was given in grades 3–10. The subjects tested vary by grade. They included English language arts (ELA), reading comprehension, mathematics, and science and technology/engineering.

More information about MCAS

- ➔ bostonpublicschools.org/Page/239
- ➔ doe.mass.edu/mcas/
- ➔ doe.mass.edu/mcas/testitems.html (test items through 2015)

Is PARCC replacing MCAS?

The Massachusetts Department of Elementary and Secondary Education (DESE) will vote in fall 2015 whether to phase out MCAS and adopt PARCC for all schools in the state.

Why has the state developed a new test? To make sure students are learning what they need to know and be able to do at each grade level, DESE and local educators periodically revise Massachusetts’ curriculum standards. In 2010, DESE adopted the Common Core. This is a rigorous set of national standards in English language arts and math, to which Massachusetts has added 20 math standards as well as pre-kindergarten standards. PARCC is designed to measure students’ mastery of the Common Core and to predict their readiness for college.

MCAS was designed to test mastery of the older Mass. curriculum standards and was never intended to be a predictor of college readiness.

Which tests will students take in 2016?

- If PARCC is adopted, all students in grades 3–8 will take PARCC tests in English language arts/literacy and math.
- All students in grades 5, 8, and high school will participate in MCAS science and technology/engineering tests.
- All high school students through the Class of 2019 must continue to pass the grade 10/high school MCAS tests in ELA, mathematics, and science and technology/engineering to satisfy the state graduation requirement.
- Students in grades 9 and/or 11 may take PARCC ELA and math tests.
- English language learners in their first year in a U. S. school are exempt from PARCC ELA, but they must take ACCESS.
- Students with a disability will continue to take the MCAS Alternative Assessment, not the PARCC test.

How are PARCC and MCAS results used?

Educators, parents, and students use MCAS and PARCC results to:

- follow student progress: Boston Public Schools uses results of these tests to make promotion decisions
- identify strengths, weaknesses, and gaps in curriculum and instruction
- gather information that can be used to improve student performance

- identify students who may need extra academic support
- identify academic growth students have made from one grade to the next.

The Massachusetts Department of Elementary and Secondary Education (DESE) uses MCAS and PARCC results and other data to determine if schools and districts are meeting standards for improving student academic performance. In addition, as required by No Child Left Behind (NCLB), DESE reports on the progress and performance of schools and districts based on MCAS and PARCC results. See page 56 for more information.

The MCAS Graduation Requirement

In order to graduate from high school, students must earn a Competency Determination (CD) in ELA, mathematics, and science and technology/engineering (STE) as well as meeting their coursework and attendance requirements. To earn a CD in ELA and/or mathematics, a student must reach a performance level of Proficient or Advanced. Students who score in a performance level of Needs Improvement in ELA and/or mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP), which is an individualized intervention plan that includes additional coursework and an assessment component. (Please ask your child's headmaster for further information about EPP.) To earn a CD in STE, a student must pass one of the MCAS high school science tests (biology, physics, chemistry, or technology/engineering).

Students who do not pass high school MCAS the first time may retake it even after they leave high school. If a student has taken the tests at least three times or has participated in the MCAS Alternate Assessment twice and has not yet passed the ELA and/or math test, the student may be eligible to file an MCAS Performance Appeal for ELA and/or mathematics. To be eligible to file an MCAS Performance Appeal for science, a student must have taken an MCAS high school science test at least one time (or completed an MCAS Alternate Assessment) and must be currently enrolled in a science class or have completed grade 12. For a description of the process and eligibility requirements, visit the BPS website. Check with the school headmaster to see if your child is eligible to have an appeal filed with the Massachusetts Department of Elementary & Secondary Education.

Closing Achievement Gaps

It is a reality in the Boston Public Schools, and in urban school districts all over the U.S., that there are differences in measurements of student success, such as test scores and graduation rates, among groups of students based on race, ethnicity, language, or disability. These differences are known as **achievement gaps**.

The Boston Public Schools is strongly committed to maintaining high expectations for every student in every school and classroom. Our **Achievement Gap Policy** says that all BPS policies and practices will reflect the goal of eliminating achievement gaps and ensuring academic success for all students. We expect all Boston Public Schools staff to be committed to this goal and to engage students and families, the private sector, faith-based groups, community-based organizations, and higher education institutions to work together to close achievement gaps.

- ➔ To read the entire Achievement Gap Policy, visit bostonpublicschools.org/Page/301, or call 617-635-9124 for a copy.

MCAS/PARCC: Frequently Asked Questions

Do all students have to take MCAS and PARCC?

Yes, all students enrolled in Massachusetts public schools must be tested. This includes pilot and charter schools. In addition, special education students in private schools funded by the BPS must be tested.

How will I find out my child's MCAS and PARCC scores?

Parents will receive their child's test report either by mail or from the school. Results from the spring 2015 MCAS and PARCC should be sent in the fall of 2015 or winter of 2016.

What if my child is in special education?

All special education students are required to take the tests, but students' IEP or Section 504 Teams can make decisions regarding appropriate test accommodations. A test accommodation is a change in the way a test is given or in the way a student responds to test questions to give students the opportunity to demonstrate knowledge and skills. The procedures should be clearly stated in the student's Individualized Education Program (IEP) or Section 504 plan. Special education students who need an alternate assessment in 2016 will continue participating in MCAS Alternate tests (MCAS-Alt).

What if my child is an English language learner?

All students are required to take MCAS and PARCC tests in mathematics and science and technology/engineering. However, for students who are in their first year of enrollment in U.S. schools, participation in English language arts (ELA) MCAS/PARCC tests is optional.

In addition, English language learners in K2-grade 12 must take the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test. The ACCESS for ELLs test monitors students' progress in acquiring academic English in reading, writing, listening, and speaking.



Summary of Promotion Requirements ★ Elementary School (Grades 1–5)

To be promoted from Grade 5, students must...

- pass English language arts (ELA)/English as a second language (ESL) each year
 - pass mathematics each year
 - take science and history each year
 - pass a total of three out of four classes in science and history in grades 4-5
 - take physical education each year
 - take health/HIV education in grade 4
 - complete 90 hours of arts-related instruction each year (average 30 minutes per day).
- ★ School Site Councils may vote to establish course and test requirements that exceed those listed on this page.

Assessments that Students Take in Elementary School

Assessment	Grades	What does it test?
BPS End-of-Course ELA and Math Assessments	K-5	Mastery of standards that students have studied in ELA (grades 3-5) and math (K-5)
Common Writing Assignment	3-5	Ability to present analytical thinking in writing
Investigations End-of-Unit Assessments	2-5	BPS-created tests of mastery of math content taught in previous 4-6 weeks
LAP-D	K-2	Reading comprehension, fluency, oral reading, listening comprehension,
DIBELS NEXT	K2-2	writing ability
TRC (optional)	1-2	Mastery of Massachusetts standards in English language arts and math
Predictive Assessments, ELA and Math	3-5	
PARCC (if adopted)	3-5	English language arts/literacy and math
MCAS (if PARCC is not adopted)	3	English language arts (ELA) reading comprehension and math
	4	English language arts (ELA) reading comprehension, ELA composition, and math
	5	English language arts reading comprehension and math
MCAS	5	Science & technology/engineering
ACCESS for ELLs	K2-5	English language reading, writing, speaking, and listening skills for English language learners
National Assessment of Educational Progress (NAEP)	4	Reading, math (given every other year)
Terra Nova basic survey in English for all students and Supera in Spanish for Spanish-speaking English language learners	3-5	Vocabulary/word skills and reading comprehension; ability to apply basic math skills to challenging problems. Advanced Work Class (AWC) placement test; see page 26 for more information.

Homework Recommendations

Homework builds on classroom work and encourages the development of self-discipline and personal responsibility. It is also an important means of promoting cooperation between home and school.

KINDERGARTEN: Teachers may assign short poems or other material to be learned at home and recited in class.

Recommended average time:
30–60 minutes per day

GRADES 1–3: Homework should be related to the skills or abilities which have been developed during the school day in the major subject areas, such as reading and math. The central idea is that home study promotes home-school cooperation and reinforces skills.

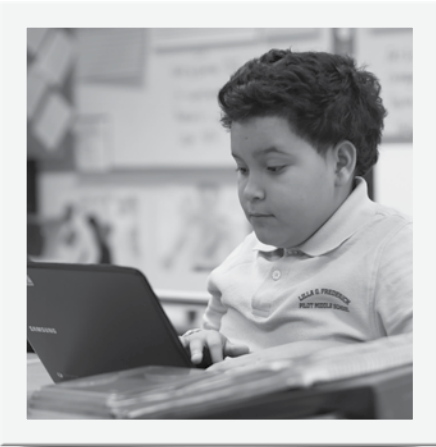
Recommended average time:
30–60 minutes per day

GRADES 4–5: Homework should stress work in major subject areas and should vary in form. For example, it could include oral and written exercises, study, reading for pleasure, written assignments and preparation of reports.

Recommended average time:
30–60 minutes per day

Elementary School Promotion Requirements: Kindergarten–Grade 5

K0-K2	There are no promotion requirements for students in kindergarten.	
Grade 1	<p>To be promoted to grade 2, students must meet both of these requirements:</p> <ul style="list-style-type: none"> ❶ Receive a passing grade in English language arts (ELA) or English as a second language (ESL) ❷ Receive a passing grade in mathematics. 	
Grade 2	<p>To be promoted to grade 3, students must meet all of these requirements:</p> <ul style="list-style-type: none"> ❶ Receive a passing grade in English language arts (ELA) or English as a second language (ESL); ❷ Receive a passing grade in mathematics 	
Grade 3	<p>To be promoted to grade 4, students must meet both of these requirements:</p> <ul style="list-style-type: none"> ❶ Receive a passing grade in English language arts (ELA) or English as a second language (ESL). ❷ Receive a passing grade in mathematics. 	<ul style="list-style-type: none"> ▶ Students who do not pass ELA/ESL and math and do not pass a reading test and math test will receive an “Incomplete” and must attend the Summer Scholars Program if invited. If they do not pass both courses and a reading test by the end of the Summer Scholars Program, they will repeat grade 3. ▶ If they pass reading and pass the course work for math, but do not pass the math test by the end of the Summer Scholars Program, they will be promoted to grade 4 and receive extra help in math.
Grade 4	<p>To be promoted to grade 5, students must meet all three of these requirements:</p> <ul style="list-style-type: none"> ❶ Receive a passing grade in English language arts (ELA) or English as a second language (ESL) ❷ Receive a passing grade in mathematics ❸ Receive a passing grade in science <i>or</i> history 	
Grade 5	<p>To be promoted to grade 6, students must meet all of these requirements:</p> <ul style="list-style-type: none"> ❶ Receive a passing grade in English language arts (ELA) or English as a second language (ESL) ❷ Receive a passing grade in mathematics ❸ (a) Receive a passing grade in science <i>and</i> history, if only <i>one</i> of these subjects was passed in grade 4; <i>OR</i> (b) Receive a passing grade in science <i>or</i> history, if <i>both</i> of these subjects were passed in grade 4. 	



Summary of Promotion Requirements* Middle School (Grades 6–8)

To be promoted from middle school, a student must...

- pass **five** out of six courses in English language arts (ELA)/English as a second language (ESL) and mathematics
- pass **ten** out of twelve courses in science, history, math, and ELA/ESL
- complete **three** semesters of instruction in the arts
- complete **three** semesters of instruction in physical education
- complete **two** semesters of instruction in health.

★ School Site Councils may vote to establish course and test requirements that exceed those listed on this page.

Homework Recommendations

Boston Public Schools educators believe that when students spend time on meaningful homework assignments, they are more likely to achieve academic success. Homework builds on classroom work and encourages the development of self-discipline and personal responsibility. It is also an important means of promoting cooperation between home and school.

Every BPS middle school student in grades 6–8 should have homework assignments every school day. Teachers in the major subject areas should coordinate homework assignments. Certain subjects should be scheduled for certain nights so the total amount of home assignments is consistent each evening and can be completed within the expected time. Homework should be a factor in students' report card grades.

Recommended average time:

2 hours per day

Assessments that Students Take in Middle School

Assessment	Grades	What does it test?
BPS End-of-Course Assessments	6–8	Mastery of material taught in core courses in all BPS middle schools
Common Writing Assignment	6–8	Ability to present analytical thinking in writing
Independent School Entrance Exam (ISEE)	6 and 8	English and math skills, for admission to the exam schools (see page 27)
PARCC (if adopted)	6–8	English language arts/literacy, math
MCAS (if PARCC is not adopted)	6 and 8	English language arts/literacy, math
	7	English language arts (ELA) reading comprehension, ELA composition, math
MCAS	8	Science and technology/engineering
ACCESS for ELLs	6–8	English language reading, writing, speaking, and listening skills for English language learners
Predictive Assessments	6–8	Mastery of Massachusetts standards in English language arts and math
National Assessment of Educational Progress (NAEP)	8	Reading and math (given every other year)

Middle School Promotion Requirements: Grades 6–8

Grade 6	<p>To be promoted to grade 7, students must receive a passing grade in a total of three courses from the following subject areas: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.</p> <ul style="list-style-type: none">• To pass ELA/ESL, students must pass the district year-end formative assessment.• To pass math, students must pass the end-of-year math assessment or end-of-summer math assessment.	<ul style="list-style-type: none">▶ Students who do not pass both ELA/ESL and math must attend the Summer Scholars Program.▶ Students who do not pass ELA/ESL and math by the end of the Summer Scholars Program will fail the course(s) for the year and must repeat them.
Grade 7	<p>To be promoted to grade 8, students must receive a passing grade in a total of six courses from the following subject areas in grades 6 and 7: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.</p> <p>The courses must include at least:</p> <ul style="list-style-type: none">• three ELA/ESL+ math courses• one science course• one history/social science course	<ul style="list-style-type: none">▶ Students who do not pass both ELA/ESL and math must attend the Summer Scholars Program.▶ Students will earn credit for the course(s) <i>only</i> if they attend the Summer Scholars Program <i>and</i> pass required coursework. Students who do not attend will fail the course(s).
Grade 8	<p>To be promoted to grade 9, students must receive a passing grade in a total of ten courses from the following subject areas in grades 6, 7 and 8: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.</p> <p>The courses must include at least:</p> <ul style="list-style-type: none">• five ELA/ESL + math courses• two science courses• two history/social science courses	<ul style="list-style-type: none">▶ Students who do not pass both ELA/ESL and math must attend the Summer Scholars Program.▶ Students will earn credit for the course(s) <i>only</i> if they attend the Summer Scholars Program and pass required coursework. Students who do not attend will fail the course(s).▶ Students who do not meet grade 8 course requirements by the end of the Summer Scholars Program will be retained. Students who have already been retained in middle school may be retained again <i>only</i> after a case review by the principal, teachers, support staff, and parent.



High School Promotion and Graduation Requirements ★

Under the BPS high school promotion and graduation policy, students follow a “personal road map” to graduation that they develop with help from their advisors, teachers, mentors, and family members.

Each BPS high school follows one of three **pathways** that prepare all students for college, other post-high school training, and rewarding careers. All pathways allow some flexibility as to when students take some courses. For example, one student might take U. S. History 1 in grade 10, while another student might take it in grade 11. Some students will need more than four years to complete all the graduation requirements.

When choosing a high school, students and families should be sure to learn about the pathway the school follows toward a BPS high school diploma.

★ **Graduation requirements are under review.**

Homework Recommendations

Boston Public Schools educators believe that when students spend time on meaningful homework assignments, they are more likely to succeed academically. Homework builds on classroom work and encourages students to develop self-discipline and personal responsibility. It also promotes cooperation between home and school.

Homework provides practice and reinforcement of the day's lessons, preparation for the next day's lessons, and/or activities to deepen students' understanding. The school should have a homework plan that fits the school's curriculum.

Teachers should coordinate assignments so students do not have too much homework on any given night. For instance, a school might assign reading and writing every day; math and history on Monday, Wednesday, and Friday; and science and world language on Tuesday and Thursday. Homework makes up part of the report card grade.

Recommended average time:
2½ hours per day

Assessments that Students Take in High School

Assessment	Grade	What does it test?
BPS End-of-Course Assessments	9-12	Mastery of material taught in core courses in all BPS high schools by mid-course and for entire course.
Predictive Assessments	9-10	Mastery of Massachusetts standards in English language arts, math and science
MCAS: English Language Arts (ELA)	10 (plus retests, until passed)	Reading comprehension, composition, and understanding of language and literature. <i>Students must either reach Proficient/Advanced or score in Needs Improvement and fulfill an Educational Proficiency Plan (EPP) to graduate. See page 15.</i>
MCAS: Math	10 (plus retests, until passed)	Number sense, functions, algebra, geometry, statistics, and probability. <i>Students must either reach Proficient/Advanced or score in Needs Improvement and fulfill an EPP to graduate.</i>
MCAS: Science, Technology/Engineering	9-11 (plus retests, until passed)	For students taking biology, chemistry, introductory physics, and technology/engineering. <i>Students must pass one science test to graduate.</i>
PARCC (if adopted)	9 and/or 11	ELA: grade 9 ELA, grade 11 ELA; Math: Integrated Mathematics I, Integrated Mathematics II, Algebra I end-of-course, Algebra II end-of-course, Geometry end-of-course
ACCESS for ELLs	9-12	Reading, writing, speaking, and listening skills in English for English language learners
SAT ACT™ Assessment	11-12	Required to apply to many colleges. Tests English, reading, math, and science. Additional tests offered in writing and other subjects.
Preliminary SAT (PSAT)	10-11	Practice for SATs; scores used to name National Merit Scholars
Common Writing Assignment - History or Humanities	9-12	Ability to present analytical thinking in writing
National Assessment of Educational Progress (NAEP)	12	Reading and math (given every other year in a few sampled schools)

High School Graduation Requirements★

Boston Public Schools is reviewing its graduation requirements in order to better align them with Massachusetts Department of Elementary & Secondary Education (DESE) expectations and the Massachusetts Core High School Program of Study.(www.doe.mass.edu/ccr/masscore/). Students who do not score at least 240 on MCAS grade 10 math and ELA must take and pass course work in these subjects in grades 11 and 12.

Pathway I

- Take and pass **four** English courses
- Take and pass **three** history courses, including U.S. History 1 & 2
- Take **four** math courses and pass at least **three**, including Algebra, Geometry and Advanced Algebra
- Take and pass **three** lab science courses, including at least two of the following: biology, chemistry, physics
- Take and pass **two** world language courses
- Take and pass **two** semester courses in the arts
- Take and pass **four** semester courses in physical education
- Take and pass **one** semester course in health
- Take and pass **one** semester course in computers
- Earn a Competency Determination (CD) in MCAS ELA, math, and science & technology/engineering (see page 17)

Pathway II

- Take and pass **four** humanities courses, which meet current standards for English and U.S. History 1 & 2
- Take **four** math courses and pass at least **three**, including Algebra, Geometry and Advanced Algebra
- Take and pass **three** lab science courses, including at least two of the following: biology, chemistry, physics
- Take and pass **two** world language courses
- Take and pass **two** semester courses in the arts
- Take and pass **four** semester courses in physical education
- Take and pass **one** semester course in health
- Take and pass **one** semester course in computers
- Earn a Competency Determination (CD) in MCAS ELA, math, and science & technology/engineering (see page 17)

Pathway III

A school can develop its own list of required courses that meet state standards and are approved by the Boston Public Schools. Pathway III schools currently include the exam schools, some pilot schools, Horace Mann charter schools, Madison Park Technical Vocational High School, and Alternative Education programs.

★ School Site Councils may vote to establish course and test requirements that exceed those listed above.

Questions and Answers about the High School Graduation Policy

If students fail some of their courses, do they have to repeat the whole year?

No. They can retake those courses in the following ways: during the summer, during the academic year through the Twilight program, or online through the Credit Recovery program (see page 15)—but they can move ahead in the subjects they passed. For more information, see your school guidance counselor.

Seniors also have access to a district-wide summer graduation if they miss their school graduation.

If students take different courses in different years within the pathways, when will they take Grade 10 MCAS?

All students except newly arrived ELL students take MCAS in grade 10.

What is the MassCore Program of Study?

MassCore is a state-recommended, rigorous program of study that aligns high school coursework with college and workforce

expectations. The recommended program of studies includes: 4 years of English; 4 years of Math; 3 years of lab-based Science; 3 years of History/Social Science; 2 years of the same world language; 1 year of the Arts; 5 additional years of “core” courses in any of the above subjects, business education, career and technical education, health, or technology. Additional learning opportunities such as Advanced Placement courses, dual enrollment, a senior project, online courses for high school or college credit, and service- or work-based learning are recommended. Students who complete the MassCore program of study are better prepared for college and career.

Whom should students and their families ask about the High School Graduation Policy?

- ➔ Your school’s Guidance Department
- ➔ BPS Guidance Department 617-635-8030
- ➔ Office of High School Support 617-635-8079

Special Programs: English Language Learners

The Boston Public Schools (BPS) has made high quality instruction for English Language Learners a top priority.

The BPS provides various choices and services to help these students learn academic English as they study literature, writing, math, science, history/social studies, the arts, physical education, and other subjects. Our goal is that all our English language learners will graduate as life-long learners and engaged global citizens with the capacity to demonstrate critical thinking and 21st century skills to succeed in postsecondary and/or career pathways.

Who is an English Language Learner?

English language learners (ELLs) are students who are native speakers of languages other than English, and who are not yet proficient enough in academic English to perform ordinary class work in English without language support. Almost 17,000 students in the BPS (30% of all BPS students) are classified as English language learners.

How are students placed in ELL services?

The parent/guardian of every child entering BPS for the first time must complete a home language survey at the time of registration. If the survey indicates that the child might qualify for ELL services, the district must assess the child's academic English proficiency in four areas: listening, speaking, reading, and writing. Parents and guardians of children who qualify for ELL services have the legal right to be informed of the options and benefits of ELL services available in a way they can understand (in terms of medium and language) and then to choose the option they (parent or guardian) believe best fits their child's needs. No matter in which school your child is enrolled, s/he has the right to receive services.

Parents of English language learners also have the right to "opt out" of ELL services for their child and have the child assigned to an English-only, general education classroom.

What program options are available for English language learners in the Boston Public Schools?

Under state law, "all children in Massachusetts public schools shall be placed in English language classrooms" to learn grade level content. They also shall be provided assistance with English language acquisition, such as English as a Second Language (ESL), so they can learn to speak, listen, read and write in English.

The Boston Public Schools offers the following programs to support English language learners:

- **Sheltered English Instruction (SEI).** In SEI classrooms, teachers qualified to teach the academic subjects provide instruction to ELLs in English language arts, math, science and history/social studies. The teacher may speak the students' first language to help clarify instruction.
- **Two-Way Bilingual Education** (also called Dual Language Education). In this classroom, native English speakers and speakers of one other language learn together. At this time,

BPS only offers Spanish two-way programs. Literacy and the academic subjects (literature, math, science and history/social studies) are taught to all students in both languages, with at least half of the instructional time taught in the partner (Spanish) language. The goal of two-way bilingual programs is for all students to become fluent in both languages. Parents may choose a dual language program, but BPS can't guarantee the student will be assigned to the program because of limited space.

For students to be assigned to the following programs, they need a signed waiver from their parent/guardian acknowledging that the parent has specifically requested the program.

- **Transitional Bilingual Education (TBE).** Parents of ELL students may request a TBE program if they think their child will make better academic progress and learn English faster than in an SEI classroom. In a TBE classroom, the teacher teaches in the students' first language in order to facilitate learning in math, science and social studies. As students become more proficient in English, the teacher uses the primary language less frequently, until all instruction is conducted in English and students are able to transition to general education classes.
- **High Intensity Language Training (HILT) for Students with Interrupted Formal Education (SIFE).** BPS recommends this program for students ages 9 or older who have recently arrived in the U. S. from their home country, who are not literate in their native language, and who did not attend school or whose schooling was interrupted in their native country.

In HILT programs, students receive:

- Intensive academic English language and literacy development
- Native language instruction designed to help them learn reading, writing, math, science, and history/social studies
- Additional classes such as technology, arts, and physical education.

How does a parent request that their ELL student be placed in a TBE or HILT program?

Students ages 10 or older:

- The parent may submit a request for waiver. BPS will authorize the request if the school principal and teachers believe that an alternative program would be better for the student's overall educational progress and rapid acquisition of basic English language skills.
- Waivers are in effect only for the current school year. The parent must visit the school each year to re-apply for the waiver.
- Parents have the right to appeal the decision if the waiver is denied.

Students under age 10:

The parent may submit a request for waiver as for older students. In addition:

English Language Learners (continued)

- The student must have been placed in an ELL classroom for at least 30 days;
- The school must certify that the student has special and individual physical or psychological needs, separate from a lack of English proficiency; and
- The waiver must be approved by both the school superintendent and the school principal.

What happens if the parent does not submit a waiver for their child to enter a TBE or HILT program, even though the student may benefit from the program?

BPS will assign the student to a Sheltered English Instruction (SEI) classroom.

More Information on English Language Learning

- ➔ BPS Office of English Language Learners 617-635-9435
- ➔ BPS Engagement Office 617-635-7750

The Newcomers Assessment & Counseling Center

📞 617-635-1565 • Bolling Building, 2300 Washington St., Roxbury

A service for students in K2–grade 12 who are actually or potentially English language learners. Open on school days, 8 a.m.–5 p.m.

- ☑ Language testing in the native language and English
- ☑ Education and career counseling
- ☑ Orientation to the Boston Public Schools and city services
- ☑ Information and resources for families

- ➔ Massachusetts Department of Elementary & Secondary Education, www.doe.mass.edu/ell/

Special Education and Student Services

Students with disabilities have many rights and protections under federal and state law. Under the federal Individuals with Disabilities Education Act (IDEA), all children with disabilities have the right to free public education that is designed to meet their individual needs and prepares them for further education, employment, and independent living. Students with disabilities must be educated in classrooms with non-disabled students as much as possible.

BPS provides a variety of settings for students with disabilities:

- **Full inclusion:** Students are educated alongside students without special needs for 80% of the school day or longer in the general education classroom
- **Partial inclusion:** Students spend 60% or less of the school day outside of the general education classroom
- **Substantially separate setting:** Students spend more than 60% of the school day outside of the general education classroom
- Some students with high levels of need are enrolled in **special schools in public or private day or residential settings** and receive all of their instruction and services in these separate special education schools. BPS has three day schools for students with disabilities with high levels of need:
 - The Horace Mann School for students with hearing impairment
 - The Carter Development Center for students with multiple disabilities
 - The McKinley Schools for students with emotional impairment.

In addition, BPS provides many services to students with and without disabilities, including:

- *Behavioral health services* – psychology, pupil adjustment counseling, violence prevention, trauma support
- *Related services* – speech/language therapy, occupational therapy, physical therapy, vision and hearing support, adaptive physical education, assistive technology
- *School health/medical services* – first aid, dispensing of medications, monitoring of special medical conditions

If you suspect that your child is having difficulty making progress in a regular classroom due to a disability, you have the right to an evaluation of your child to find out if he or she has a disability or handicap and is eligible for special services. Ask the principal/headmaster or Special Education and Student Services (SESS) coordinator at your school for this evaluation.

More Information

- ➔ Special Education 617-635-8599
- ➔ Student Services 617-635-9676
- ➔ www.doe.mass.edu/sped/parents.html

Students Who Are Homeless

Students who are temporarily without homes need stable learning experiences in school. The BPS Homeless Education Resource Network works to give full support and resources to these students and their families.

More information

- ➔ Homeless Education Resource Network 617-635-8037
www.bostonhern.org

Special Programs: Educational Options

Boston Public Schools offers a variety of education programs for middle school and high school students who are not succeeding in a regular school setting. These programs offer intensive support services and different approaches to learning.

It is important to note that not every student who requests an alternative program will be placed in a program, but all students will receive extra support.

Some of the Educational Options programs are:

- The **BPS Re-engagement Center (REC)** helps students who have dropped out of high school (or who are thinking of dropping out) to continue their education.
- **Boston Adult Technical Academy (BATA)** serves students ages 18–22 who are considered over-age for their grade. Some of these students are English language learners.
- **Newcomers Academy** serves English language learners with interrupted formal education.
- **Charlestown Diploma Plus** serves students from all BPS high schools who have not succeeded in regular programs.
- **Community Academy** (grades 9-12) enrolls students who need a structured, positive small learning community with a focus on behavior and positive involvement in school.
- **Dropout prevention and General Educational Development (GED)**. Students and/or their families may choose these

programs if they have had a negative school experience or if they want to take a different path toward a high school diploma.

BPS offers additional programs in partnership with community based organizations:

- **Ostiguy High School** for students coping with substance abuse.
- **EDCO High School** for over-age, under-credited students.
- **ABCD University High School** offering non-traditional learning and year-round programming.
- **College Bound Middle School**, a small therapeutic middle school program in Dorchester.
- **St. Mary's School** for expectant and parenting students.
- **LogOn Academies** in Dorchester and Hyde Park, offering non-traditional learning and post secondary pathways. LogOn Hyde Park serves over-aged or under-credited students in grades 9-11.

More Information on Educational Options

- ➔ Office of Educational Options 617-635-8035
www.bostonpublicschools.org/Page/970
- ➔ Re-engagement Center 617-635-2273
- ➔ Information on GED www.doe.mass.edu/hse/faq.html

Advanced Work Class

Advanced Work Class (AWC) is a full-time program for qualified students in grades 4, 5, and 6. AWC programs are available in schools across the city. Fourteen schools have AWC for grades 4–5 and 16 schools have AWC for grade 6. Classes are available in English and Spanish.

Students in AWC study the same topics as those in regular classes, but in greater depth. Students are expected to complete more schoolwork and more home study. In math, they study the curriculum for their own grade plus part of the work for the next grade level. (For example, grade 6 students will have studied half of the grade 7 math program by the end of the year.) In English language arts, students do more writing and read more challenging literature than in the regular curriculum. Students also study a foreign language: Spanish, French, Chinese, or Japanese.

How do students get into Advanced Work Class?

All students take the national Terra Nova tests in reading and math in grades 3, 4, and 5 to determine if they qualify for AWC. The tests are given in late September or early October each year. English language learners may take tests in Spanish.

Students in grade 4 AWC automatically progress into grade 5 AWC. To enter the AWC program in grade 6, all students in grade 5 must obtain qualifying scores on the Terra Nova tests.

How will I know if my child is eligible?

The BPS mails invitations to newly qualified students in January.

How are students assigned to AWC?

Eligible students will receive an application listing all their Advanced Work Class and non-AWC school choices. AWC assignments are made following the regular BPS assignment policy (based on choice, sibling preference, and random number).

The parent numbers schools on the application in order of preference. Choices can be a combination of schools with and without AWC—but to ensure an AWC assignment, be sure to include all available AWC options.

More Information on Advanced Work Class

- ➔ AWC assignments 617-635-9512
- ➔ AWC testing 617-635-9450

The Exam Schools

There are three examination schools within BPS for grades 7-12: Boston Latin Academy, Boston Latin School, and the John D. O'Bryant School of Mathematics and Science. All three schools admit new students entering grades 7 and 9. O'Bryant also admits a limited number of new students to grade 10. These schools are among the top performing public schools in the country. They offer students a college prep curriculum, opportunities for sports, student club activities, and partnerships with area colleges and businesses.

Admission to the exam schools is competitive and is based on the results of an admission test and grade point average.

Independent School Entrance Exam

All exam school applicants must take the Independent School Entrance Exam (ISEE) to apply for the exam schools. The next ISEE administration will be held on Saturday, November 7, 2015 at multiple test centers in Boston. Registration materials will be available at your child's current school in September. Students must be in grades 6, 8, or 9 to sit for the exam.

Students currently attending an exam school who want to apply to another exam school must register and sit for the exam on November 7.

Residency for Exam School Applicants

In order to apply for and attend an exam school, both the student and the parent must live in the city of Boston.

- Please remove and complete the Boston Public Schools Parent & Student Agreement form located inside this booklet and return it to your child's current school.
- Remember to update your home address and contact information at a BPS Welcome Center if you have moved.
- If the student moves out of the city after April 30, he/she will be allowed to finish the current school year and will be discharged after the last day of school.



- If a student is discharged due to a residency violation, he/she may not return to an exam school within the same school year. Students must re-apply for the next entry grade and be able to prove Boston residency.

Exiting an Exam School

- Exam school students interested in moving to another BPS non-exam school may apply for a transfer. There are transfer periods during the school year in September, November, January, and March.
- The exam school must conduct an exit interview and give the student an exit letter. The student must bring this letter when submitting a transfer request at a BPS Welcome Center.
- Students who transfer out of an exam school *may* be able to re-enter the school *with the headmaster's permission*.

More Information about Exam Schools

- Enrollment Planning & Support 617-635-9512
- bostonpublicschools.org/exam
- Call any BPS Welcome Center (see page 5)
- See pages 46-47 for more on the residency requirement

Home and Hospital Tutoring

The Boston Public Schools (BPS) provides home and hospital tutoring for students who should remain at home or in the hospital on a day or overnight basis, or any combination of both, for a period of at least fourteen school days in any school year. Before a student can receive these services, a licensed physician must complete a state-required form.

More Information about Home and Hospital Tutoring

- Operations/Student Support 617-635-9643

Home Schooling

Parents who live in Boston and want to home-school their children must apply to the BPS Office of Educational Options for approval. They must demonstrate that their home education proposal follows the Guidelines for Home Education in Massachusetts and meets the requirements of the state's Compulsory Attendance law.

More Information about Home Schooling

- Educational Options 617-635-8035

Services for Students:

Health and Wellness

When students are healthy, they are more likely to be successful learners. For schools to succeed in educating their students, they also must take care of students' physical, mental and emotional health. **Healthy Connections** is the Boston Public Schools' plan to improve the health and wellness of all students. Through Healthy Connections, BPS is:

- improving school-based health care
- promoting healthy behavior
- creating a healthier school environment
- improving student fitness.

More information: www.bpshealthyconnections.org

In June 2013, BPS passed a Wellness Policy to help schools with this plan. The policy includes comprehensive health education, healthy food and drinks, safe and supportive environments, healthy environments, health services, cultural proficiency, and physical activity and education.

Health Services

Nursing services are available in most schools. Some schools have a nurse in the building every day, while others may share a nurse with another school. If you need to speak to the school nurse, please call the school office.

All school nurses are licensed to practice nursing in Massachusetts and are certified by the Department of Elementary & Secondary Education. In addition, all are certified in cardiopulmonary resuscitation (CPR) and first aid. The role and responsibilities of school nurses include:

- evaluating and managing the health needs of all students
- identifying and managing students with special health needs
- working with other school-based groups to provide safe and healthy environments
- monitoring and administering medications and medical procedures as prescribed by a student's primary care provider or medical specialist
- providing first aid and emergency care
- helping families to get health insurance and find a health care provider
- managing the control of communicable diseases
- in high schools, working with other staff on the Condom Availability Team to provide access to condoms and reproductive health counseling.
 - ▶ NOTE: Notification of condom policy, including an opt-out letter, will be mailed out at the beginning of the year to all new students. Parents and legal guardians may exempt their children from receiving condoms by mailing the opt-out letter to the principal in an envelope marked "confidential." If you change your mind and decide that your child can request free condoms, send a letter to the principal during the school year.

Please be aware that, under Massachusetts Adolescent Confidentiality laws, adolescents may receive confidential services for diagnosis, treatment and referral for sexually transmitted diseases and pregnancy. **The opt-out to not receive condoms does NOT apply to these confidential services.**

You can help the school nurse care for your child by:

- making sure the nurse knows if your child has any chronic or acute illnesses (diabetes, sickle cell, asthma, etc.) or needs nursing services while in school, so that we can provide appropriate accommodations
- communicating with the nurse if medication or health needs change
- updating your child's emergency contact information on file at the school so the school can always reach you.
- giving the nurse permission in writing to discuss your child's health care needs with the child's health care provider. (See bps.healthservices.org for forms.)

Immunizations

According to state law, students must be vaccinated for certain diseases before they may enter school. The Boston Public Schools requires that students must have immunizations that are up-to-date for school entry at the time they register for school.

NOTE: If a child will be 4 years old when he or she starts school, the child must have received the K1/K2 immunizations — even if the child is only 3 years old at the time of registration.

The following chart outlines the Massachusetts Department of Public Health required immunizations to enter school.

Required Immunizations to Register for School

(Note: requirements change from year to year; those below are for this year only.)

	K0 (age 3)	K1/K2 (ages 4-5)	Grades 1-6	Grades 7-12
Hepatitis B	3 doses	3 doses	3 doses	3 doses
DTaP/DTP/ DT/Td/Tdap	≥ 4 doses DTaP/DTP	5 doses DTaP/DTP	≥ 4 doses DTaP/ DTP or ≥ 3 doses Td	4 doses DTaP/DTP or ≥ 3 doses Td 1; plus 1 Tdap for Gr. 7-11
Polio	≥ 3 doses	4 doses	≥ 3 doses	≥ 3 doses
Hib	1-4 doses	0	0	0
MMR	1 dose	2 doses	Gr. 1-4: 2 MMR Gr. 5-6: 2 measles, 1 mumps, 1 rubella	Gr. 7-11: 2 MMR Gr. 12: 2 measles, 1 mumps, 1 rubella
Varicella (chickenpox)	1 dose*	2 doses*	Gr. 1-4: 2 doses* Gr. 5-6: 1 dose*	Gr. 7-11: 2 doses* Gr. 12: 1 dose*

*or documentation of disease

Health and Wellness (continued)

For more information, go to: www.mass.gov and type “immunization” in the Search box. Please contact BPS Health Services at 617-635-6788 if you have questions.

The parent must submit a doctor’s record stating their child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, German measles (rubella), mumps, and hepatitis B. The record must include the day, month, and year when the immunizations were given.

In addition, we strongly recommend that your child have a **Tuberculosis Risk Assessment** at the annual physical.

Meningococcal vaccine is not required for school entry. However, the Massachusetts Department of Public Health recommends meningococcal vaccine for children ages 11–12 and for adolescents at high school entry (age 15). School nurses have the document “Meningococcal Disease and Students: Commonly Asked Questions” in the health room, or you may get a copy from your primary care provider.

Documentation of immunizations is extremely important. Parents are responsible for keeping immunizations current and informing the school nurse when their child has received additional immunizations. School nurses review immunization records regularly.

Students whose immunizations are not up-to-date may be excluded from school if there is a disease outbreak at the school. These rules are set by the Mass. Dept. of Public Health and the Boston Public Health Commission.

SPECIAL SITUATIONS. Except in an emergency or epidemic, students may start school if a parent or guardian presents a written statement (1) from a physician that their child has not been immunized for medical reasons, or (2) that the child has not been immunized due to his or her religious beliefs.

Physical Examinations

While parents have final responsibility for their child’s health, the school is responsible for the safety and well-being of students while they are in school. Under state law, students new to the school system must present results of a complete physical examination within six months after they enroll. If your child is new to the school, it is helpful to bring a copy of the immunizations and physical exam to the nurse on the first day of school, even though you have given them at registration.

If your child has any booster shots over the summer, be sure to send the nurse an updated health record.

All students must have a physical exam in grades 4, 6, and 9. Student athletes must pass a physical examination within thirteen months before the start of each sport season.

Keep in mind that many health care providers need at least two weeks to copy records.

Taking Medications in School

In most cases, only the school nurse may administer medication to students in school. However, there are three circumstances when someone other than a nurse may give a student medication:

- 1 When the student is on a field trip, the nurse may delegate and train another adult to administer the medication(s).
- 2 Students who are at risk for life-threatening allergic reactions may be administered emergency medication, such as an Epi Pen, by school personnel. The nurse is responsible for training and supervising all individuals involved in giving medication.
- 3 Some students may administer their own medication, such as an asthma inhaler. To allow this, the parent must contact the school nurse to arrange a Self-Medication Plan.

In order to administer prescription medications, the nurse must have an order from the student’s primary care provider and signed parent/guardian’s permission. Non-prescription (“over the counter”) medications such as Tylenol or Motrin can be given without a doctor’s note but do require parental permission. Ask the nurse in your child’s school for the permission form. Parents must supply their child’s medication, which must be in the original pharmacy container. Always let the school nurse know if the doctor has changed the medication type or dose.

Health Insurance

Health insurance is available for every child in Massachusetts. If you need more information about insurance and health care, call the Mayor’s Health Line, 617-534-5050. If you have insurance, please include the information on the Parent & Student Agreement on page 38.

Special Transportation Situations

See page 33, “Special Transportation Situations,” for information on transportation services for students with disabilities and with medical or physical conditions that prevent them from walking to school or to a bus stop.

Medical Emergencies

If a student is sick or injured at school, the school will make every effort to reach the parent or the emergency contact person named on the student’s emergency card on file in the office. The principal and school nurse will decide what action to take. Most illnesses and injuries that occur during the school day are minor and can be treated by the nurse. If the student’s condition is very serious, the principal or other member of the school staff will call for an ambulance. A school employee will stay with the student in the ambulance and will remain at the hospital, preferably until the parent arrives. However, if a parent does not arrive within a reasonable amount of time, the emergency room of the hospital takes responsibility for the student. **It is very important that parents**

Health and Wellness (continued)

School-based Health Centers

Blackstone Elementary

South End Health Center
617-425-2000

Boston Community Leadership Academy/New Mission High School ★

617-910-2333

Boston Latin Academy ★

617-534-9930

Brighton High School ★

617-534-9958

Burke High School ★

617-534-9954

Charlestown High School

North End Waterfront Health
617-643-8000

English High School

Brookside Health Center
617-522-4700

Gardner Pilot Academy

Joseph Smith Health Center
617-783-0500

Jackson/Mann K-8 School

Joseph Smith Health Center
617-783-0500

Madison Park Technical Vocational High School ★

617-534-9965

Snowden International School at Copley ★

617-534-9967

TechBoston Academy

Codman Square Health Center
617-825-9660

Young Achievers K-8 School

Mattapan Health Center
617-296-0061

★ School-based health centers run by the Boston Public Health Commission. For more information, contact:

Philomena Asante, Director, Division of Child and Adolescent Health; or Maureen Scott, Director of Clinical Services
☎ 617-534-5198
schoolhealth@bphc.org
www.bphc.org/programs > Child Adolescent & Family Health

- health information
- immunization, including yearly flu and HPV cancer prevention

The health centers have a medical provider (a nurse practitioner or physician assistant), mental health counselor, and health educator. They are available during the school day so students who need health services spend the minimum time away from their classes.

More Information about School Health Services

Detailed information about school health services, including all health service forms, school nurse contact information, health alerts and policies, is available on the Health Services website.

➔ BPShealthservices.org

In addition to the policies described on pages 28-30, the Boston Public Schools has policies on:

- Asthma
- Diabetes
- Food allergies
- Medication administration in school
- Head lice

Health Education

Boston Public Schools (BPS) requires health education from pre-kindergarten through grade 12. The goal of health education is to teach every student to develop lifelong healthy habits and to take responsibility for his/her own health and well-being. It is important to teach this information early in a child's life.

Our health education programs aim to be medically accurate, appropriate for the age of the students, and sensitive to our students' different cultures. Classes are taught by qualified, trained teachers in safe and supportive learning environments where *all* students feel valued. The curriculum addresses a variety of topics, including:

- tobacco, alcohol and drug abuse
- healthy eating/nutrition
- mental and emotional health
- personal health and wellness
- physical activity, safety and injury prevention
- violence prevention
- sexual health education.

To learn more about the BPS health education curriculum, visit www.BPSHealthAndWellness.org or call the Health and Wellness Dept., 617-635-6643.

Sexual Health Education

Sexual health education is an important part of the BPS health education program for pre-kindergarten through grade 12. Classes are taught by qualified, trained teachers and address the physical, mental, emotional and social aspects of human sexuality at a level

provide all the information requested in the "Important Medical Information" section on page 38.

School-based Health Centers

The Boston Public Health Commission, in collaboration with Boston Medical Center, operates health centers in some BPS schools. Community health centers partner with additional schools to provide health services in other BPS schools. They are listed above on this page.

Students who attend schools with health centers are encouraged to "walk right in" to the health center for these and other health services:

- individual mental health counseling and crisis management
- sexual and reproductive health care
- screening services
- injury treatment
- physical examinations and sports physicals
- health insurance enrollment

Health and Wellness (continued)

appropriate to the age of the students. The curriculum includes education about sexual and gender identity and is inclusive of all, including lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. The program is designed to help students maintain sexual health by delaying sexual activity, preventing disease and pregnancy, and reducing risky sexual behaviors.

The lessons may include these topics:

- Adolescent growth and development, including the changes throughout puberty
- How to cultivate and maintain healthy relationships
- How communicable diseases (including HIV/AIDS) are spread and how to prevent their spread
- Behaviors which pose risks to good health
- Responsible decision making, including reducing sexual health-related risk behaviors
- Resisting negative peer pressure
- Effective ways to say “no” to risky behaviors
- Respecting the right to privacy of self and others.

Materials for the classes will include: *Michigan Model for Health*, *FLASH (Family Life and Sexual Health)*, *Our Whole Lives*, *Making Proud Choices*, and *Get Real*. We encourage you to review these materials at your child’s school.

Families can and should have a strong influence on their children’s health decisions. The Boston Public Schools conducts parent workshops to help you talk to your child about sensitive health issues. Please contact your child’s school or BPS Parent University, 617-635-1683, for more information.

While parents do not have to give permission for their children to take sexual health education classes, parents do have the right to exempt their children from such classes.

- ▶ If you DO NOT want your child to participate in sexual health education classes, please contact the principal of your child’s school in writing, by telephone, or by visiting the school to let him/her know of your decision. Exemption forms are available for your signature at your child’s school. Students who are exempted will not be penalized academically.

Health Resource Centers

The Boston Public Health Commission (BPHC) has **Health Resource Centers** (HRC) in several Boston high schools. HRC staff are at these schools two days per week. HRCs offer information to students on healthy decision-making, healthy relationships, and preventing sexually transmitted infections (STI), HIV, and unplanned pregnancies. HRC staff also provides classroom education on preventing alcohol and drug use and supporting emotional well-being, as well as individual health education counseling, referrals, condoms, and family planning information if the student requests.

These high schools have **Health Resource Centers**:

- Another Course to College
- Boston Arts Academy

- Community Academy of Science & Health (CASH)
- Excel High School
- Fenway High School
- O’Bryant School of Mathematics & Science
- Urban Science Academy (USA)
- West Roxbury Academy

More information about Health Resource Centers:

- ➔ Philomena Asante, Director, Division of Child and Adolescent Health, or Jeremiah Woodberry, Project Manager
617-534-2289 or jwoodberry@bphc.org

Wellness Policy

The federal government requires all school systems receiving funding for the National School Meals Program to have a District Wellness Policy. Under this policy, every school in the district must have a School Wellness Council, which creates an annual Wellness Action Plan. The plan should include steps to promote health education, healthy food and drinks, safe and supportive environments, healthy school environments, health services, cultural proficiency, physical activity, physical education, and staff wellness. We encourage parents to learn about and be part of the wellness activities at their child’s school. Ask the principal or School Wellness Council how your school is implementing the Wellness Policy.

More information about health and wellness:

- ➔ www.bpshealthandwellness.org
- ➔ BPS Health and Wellness Department, 617-635-6643

The District Wellness Council

The District Wellness Council consists of members of our school community, appointed by the superintendent, who work together to ensure that the Boston Public Schools becomes a model environment that fosters healthy behaviors and academic achievement for all.

Council members review wellness-related policies and advise the school district on policies that address student wellness in order to promote healthy lifestyles and sustainable wellness practices in the school community. Meetings are open to the public, and community members are welcome to attend. For more information about the meeting schedule or to learn how you can participate, call the BPS Health and Wellness Department, 617-635-6643.

Physical Education

Physical activity is beneficial for health and learning. Increased physical activity and fitness have a positive effect on concentration and academic. Boston Public Schools is working to improve both the quantity and quality of physical education and physical activity for all students in grades K-12 to promote their healthy development and readiness to learn.

Health and Wellness (continued)

State law says that physical education will be taught as a required subject in all grades for all students. All schools should provide opportunities for physical activity for all students in all grades.

Requirements and Recommendations for Pre-kindergarten-Grade 8:

- 150 minutes of physical activity per week
- Daily recess
- At least 45 minutes per week of physical education (PreK-Grade 8)
- Aim for 80 minutes per week of physical education (K-Grade 8)

Requirement for Grades 9-12:

- One semester each year of physical education for all students in grades 9-12

Boston Public Schools policy also states the importance of athletics and after school physical activities.

This year, students in grades 4 through 9 will complete a series of physical exercises to measure their health-related fitness. The results of this assessment, called a “Fitnessgram,” can help schools set health and fitness goals for their students, improve physical fitness programs, and help families develop healthy, active lifestyles.

To learn more about the BPS physical education curriculum, visit www.BPSHealthAndWellness.org or call the Health and Wellness Dept., 617-635-6643.

Health Program Surveys

In a number of middle schools and high schools, we may ask students to complete surveys about youth risk behavior and other related topics to help determine the need for and effectiveness of health education programming. We need to know whether what we teach is making a difference in student behaviors and health outcomes.

These surveys, such as the Youth Risk Behavior Survey, are confidential and protect each student’s privacy. No individual student responses will ever be reported. If you have any questions about these surveys, you may contact the principal/headmaster of your child’s school for more information. If you DO NOT want your son/daughter to participate in health program surveys, please contact the principal of your child’s school to let him/her know of your decision. The principal may ask you to sign an exemption form. Students who are exempted will not be penalized academically.

Healthy and Safe Environment

All our schools work to create a healthy school environment. Every Boston Public Schools building is required under federal and state regulations or BPS policy to have an **asbestos management plan** (the AHERA plan – Asbestos Hazard Emergency Response Act) and an **integrated pest management** (IPM) plan in all school buildings. These management plans are required in all school buildings even if there is no identified asbestos or any observable pest problem in the building.

The AHERA and IPM plans (indoor and outdoor) are kept in the main administrative office. Notices of the availability of these plans must be posted in the main office area, the staff lounge or teachers’ room, and the custodians’ room. IPM plans are required to be updated annually by the school’s principal or headmaster.

Annual facility inspections conducted by BPS and audited by the Boston Public Health Commission supplement these plans. The inspection documents conditions like pests, leaks, mold, and needed repairs. You can request the report from the school principal or find it at www.bostonpublicschools.org > Schools. Click the school name, then School Facility Environmental Report.

Green Cleaners. All Boston schools are now cleaned with healthier cleaners. Cleaning products brought from home are not allowed.

School Wellness. Families can promote school wellness by knowing about their child’s school building conditions. Tell the school nurse if your child has asthma or allergies that could be affected by environmental triggers such as mold, dust, pests, or strong fumes, and make sure the nurse has your child’s Asthma Action Plan from your health care provider.

Contact the school office with any complaints about the health and safety of school facilities.

More Information

- ➔ BPS Facilities Management – Environmental Section, 617-635-8300

More Health and Wellness Policies

Behavioral health, trauma support, violence prevention, and other student services..... page 25
Snack food and drinks policy..... page 39
Preventing head injuries: see Athletics page 53
Tobacco-free environment and water availability policies page 54

Transportation

- Students are eligible for transportation if they live more than:
- 1 mile from their elementary school
 - 1½ miles from their middle school (includes grades 6-8 attending K-8 schools)
 - 2 miles from their high school.

When you receive your child's school assignment, it will include your child's transportation eligibility. In late August, if your child is eligible, we will send a notice with the bus stop location, time of pick-up and drop-off, and bus numbers.

Students in kindergarten-grade 6 who ride yellow buses are picked up and dropped off at a corner stop near home, in most cases within ¼ mile of their home address. This year, transportation service for eligible students in grades 7-12 will be by MBTA trains and buses. BPS will provide a free seven-day MBTA pass for these students, which they can pick up on the first day of school. The MBTA will allow students to ride for free that day before they pick up their passes. Students in grade 6 may also opt to receive MBTA service instead of a yellow bus. For schools that are not easily accessible by T, BPS may offer yellow bus shuttle service between an MBTA hub and the school. The BPS Transportation Department and the MBTA will decide which schools might receive this service. MBTA passes are valid during all hours, seven days a week. Students not eligible for transportation may receive a stored-value MBTA pass at school at the reduced student rate that they can use during all hours of MBTA operation. *BPS may adjust this program before the beginning of school. Check bostonpublicschools.org/mbta for updates.*

Please note that school bus drivers will drop off students, including kindergartners, at the bus stop even when the parent is not there. However, students may stay on the bus if they do not want to get off (such as if their parent or guardian is not at the bus stop). The BPS will then try to locate the parent or guardian. Parents should make sure their children are familiar with the surroundings at their bus stop and know the safest route to walk home if no one is there to meet them.

Special Transportation Situations

We provide transportation service for students with disabilities in accordance with their Individualized Education Program (IEP) or Section 504 Plan. Some students receive door-to-door (or "address") service. If the student's home address is not accessible to our buses, we may provide service at the nearest accessible corner. Other students with disabilities are picked up and dropped off at a corner near home, receive an MBTA pass, or walk to school.

Some students may have medical or physical conditions that prevent them from walking to school or to the corner bus stop. In these rare cases, the Boston Public Schools (BPS) may provide door-to-door (or "address") medical transportation. In order to be considered for this special service, your child's doctor must complete an Individualized Collaborative Health Plan. You can obtain this form from the school nurse. Please return the form to the nurse, who will determine if your child's medical condition meets eligibility guidelines established by the BPS Medical Director. If your child does not meet the guidelines, the nurse will contact you.

Private Transportation Services

Some families arrange to have their children driven to and from school by a private transportation service or individual. For safety reasons, the school will not release a student to anyone other than the custodial parent or guardian without the parent's written permission. If you are arranging private transportation for your child, be sure to sign a release form. You can get it from the school or on the BPS website: bostonpublicschools.org/Page/133. Follow the instructions to access "Circulars," then click the Safety Services folder. It is Circular SAF-08. This form releases the BPS from any liability if there is a problem with the private service.

Behavior on the Bus

The BPS considers the school bus to be "an extension of the classroom." That means we have the same standards of behavior on the school bus, on the MBTA, at school bus stops and at MBTA bus stops as we do in school. These standards also apply any time our students ride yellow buses or the MBTA—including outside regular school hours and on weekends. For example, students should remain in their seats; and they should not hang out of windows, push or fight with other students, throw things, or try to distract the driver. Students should respect all other riders on the yellow bus and on the MBTA.

Students who violate School-Based Rules or the Code of Conduct while on the school bus or on the MBTA may be disciplined, referred to the Bus Safety Program at the BPS Counseling & Intervention Center, and/or denied transportation, including deactivation of their MBTA pass. Denial of transportation for fewer than four days does not require a hearing. The school must notify the family before denying transportation.

Alternative Transportation

Parents may request a bus stop near their child's before- or after-school program or day care location, with these restrictions:

- The requested stop must be on one of the school's regular bus routes
- There must be a seat available on the bus.
- The alternative stop must be for *every* school day, not just some days of the week.

Parents should be aware that the BPS does not guarantee that the request for an alternative stop will be granted. We process alternative stop requests in the order they are received. All requests received before August 1 will receive a response by August 15. Approved requests that we received before August 1 will take effect on the first day of school. Please note that requests received in late August and September may take several weeks to process.

You may submit your request directly to the Transportation Department or to the principal of your child's school, who will forward it to Transportation. During the summer, please submit your request by mail or in person to the BPS Transportation Department, 2300 Washington St., Roxbury 02119. Hours of operation: are Monday-Friday, 9 a.m.-5 p.m.

For more information and an application:

- ➔ Contact your principal
- ➔ Visit www.bostonpublicschools.org/transportation
- ➔ Call the Transportation Department, 617-635-9520
- ➔ E-mail: schoolbus@bostonpublicschools.org

Transportation Questions & Answers

If I move during the school year, how do I change my child's bus stop?

First, go to any Welcome Center with required proofs of residency (see page 47) and fill out a “change of address” form. The BPS Transportation Department cannot process your change of address. After you have changed your address at the Welcome Center, the Transportation Department will assign your child to a new bus stop if he or she is eligible for transportation. If you move during the school year, your child can stay in the same school—but he or she may no longer be eligible for transportation services.

My child transferred to another school. How do I change the bus stop?

The BPS will automatically assign a new bus stop if your child is eligible for transportation. New assignments are processed weekly on Wednesday mornings, so there may be some lag time from when a transfer is made to when a bus stop is assigned.

I'm worried about my student taking the T to school instead of a school bus. Is it safe?

We work closely with community agencies, the City Office of Neighborhood Services, the MBTA, and other stakeholders to keep our students safe. For example, we are improving coordination of security officers to ensure coverage at busy transit hubs and strengthening involvement of school staff and volunteers through the StopWatch program. We may also provide yellow bus shuttles for students at less accessible schools.

If the bus is late, will my child be marked tardy?

The student will be marked tardy, but tardies due to “bus transportation” are excused and don't count.

Do buses have radios or phones so the driver can be contacted or call for help?

Yes, all buses have two-way radios. They also are equipped with GPS (Global Positioning System) which helps the BPS Transportation Department to locate vehicles in case there is an emergency.

My child is assigned to a bus, but I plan to drive her to school every day. Should I tell anyone?

Please notify the Transportation Department in writing. You can give the letter to the principal or mail it to:

Transportation Department
Boston Public Schools
2300 Washington St., Roxbury, MA 02119

Or send an e-mail to schoolbus@bostonpublicschools.org

If you change your mind and want your child to take the bus, we can usually re-start service within a week.

Whom should I call if my child is having a problem with the driver or with another student on the bus?

Always tell the principal first. If the principal can't solve the problem, contact the Transportation Department, 617-635-9520 or e-mail to schoolbus@bostonpublicschools.org.

If I think my child's bus stop is unsafe or too far from my house, what can I do?

First, check with your child's school to be sure the address on your child's record is correct. When assigning bus stops, the Transportation Department considers student safety and operating the most efficient routes possible. In most cases, school bus stops are located within ¼ mile of a student's home. If you think the BPS has made a mistake in the placement of your child's bus stop, contact the Transportation Department. They will review the stop and may make an adjustment. But please note that many students who do not receive transportation often walk up to a mile to their school.

Do school buses have monitors?

Due to a limited budget, most buses do not have monitors. Certain students may have a special education monitor as required by their Individualized Education Program (IEP). Principals may also request funding for “bus attendants” in special circumstances where there are serious behavior problems.

What responsibilities does the bus driver have while transporting children?

The driver is responsible for delivering students to and from school safely and on time. Responsibilities include: operation of the vehicle; supervision of boarding and discharge; supervision of students while riding the bus; reporting safety and behavior incidents to the principal; and (if applicable) being sure that child restraint systems or wheelchair securement systems are in place.

Is the driver allowed to leave small children at a bus stop if no adult is there to meet the child?

Yes. The parent is responsible for being sure someone meets the child every day. If a student seems afraid or unwilling to be left at the stop, the driver will keep the student on the vehicle and continue on the route until a parent can be contacted. Parents should make sure their children are familiar with the surroundings at their bus stop and know the safest route to walk home if no one is there to meet them.

How many students are allowed on each bus?

This varies according to the size of the bus. Full-size buses can safely take up to 71 elementary school students. Passengers are not allowed to stand. For safety reasons, *only assigned students are allowed on school buses.*

Do school buses have seat belts?

No, school buses do not require seat belts, although many of our smaller buses are equipped with child safety restraint systems that are designed as a safety option for students who weigh less than 40 pounds. All BPS school buses meet all federal and state safety standards.

More Information on Transportation Services

- Transportation Department 617-635-9520
- www.bostonpublicschools.org/transportation
- General e-mail: schoolbus@bostonpublicschools.org

Boston Public Schools

Parent & Student Agreement 2015-2016

Please read pages 35-38 very carefully. The FORMS and RELEASES on these pages are LEGAL DOCUMENTS. Parents and students should complete and sign each section as required, remove the form from the booklet, and return the entire four-page form to the school by FRIDAY, SEPTEMBER 25, 2015. Please DO NOT separate the pages.

HIGH SCHOOL STUDENTS: If you do not want your name released to military and/or college recruiters, you must check and sign the top of page 36. Your parent does not need to sign this section.

Thank you!

Student's Name (PLEASE PRINT) _____

BPS Student Number (if known) _____

Parent's Name (PLEASE PRINT) _____ E-mail _____

School _____ Grade _____ Homeroom _____

1. We have received a copy of the *Guide to the Boston Public Schools for Families and Students* and the School-Based Rules for the school my child attends.
2. We understand that the Guide contains important information on home-school partnership, the Promotion Policy, school attendance, the Code of Conduct, the Boston residency requirement, the policy on student use of the Internet, discrimination laws, student records, the care and return of textbooks and library books, and other school rules and policies.
3. We understand that the School-Based Rules have been approved by the school's School Site Council, and that students who violate them may lose certain privileges.
4. We agree to work with school staff to be sure my child attends school every day (except for excused absences) and completes homework.
5. We have read the summary of the Code of Conduct and the School-Based Rules on pages 43-45 of this Guide. We have discussed the Code of Conduct and the School-Based Rules. We agree to work with school staff to make sure that my child follows the Code of Conduct and School-Based Rules.

Parent Signature _____ Date _____

Student Signature _____ Date _____

- Military Families:** Please check if this student is (1) the child of active duty members of the uniformed services, National Guard and Reserve on active duty orders, or (2) the child of members or veterans who are medically discharged or retired.

Declaration of Boston Residency

I, the parent or legal guardian of the student named above, declare that the student is a legal resident of the City of Boston. I agree to notify the Boston Public Schools of any change in residence during the school year. I understand that students found to be in violation of the Residency Policy will be dismissed immediately from the Boston Public Schools and may be subject to penalties such as legal action, a fine based on the cost of educational services received, and the withholding of certain scholarships and prizes.

Parent Signature _____ Date _____

STUDENTS AGE 18 OR OVER: I declare that I am a legal resident of the City of Boston. I agree to notify the Boston Public Schools of any change in my residence during the school year. I understand the consequences (set forth above) if I am found to be in violation of the Residency Policy.

Student Signature (age 18 or over) _____ Date _____

Release of Student Information

Release of Information to Charter Schools

As required by the Massachusetts Education Reform Law, public school districts must give charter schools the names and addresses of their students for recruiting purposes. If you DO NOT want this information released, please check the box and sign below:

- DO NOT release information to CHARTER SCHOOLS.

Signature _____ Date _____

Parent OR Student (age 18 or older)

Release of Information to Military and Higher Education Recruiters

Under the federal No Child Left Behind Act, public school districts must release the names, addresses, and telephone numbers of **SECONDARY SCHOOL (HIGH SCHOOL) STUDENTS** to U.S. military and higher education recruiters. The **student OR parent** has the right to request in writing that this information NOT be released. If you DO NOT want this information released, please check one or both boxes and sign below:

- DO NOT release information to MILITARY RECRUITERS.
 DO NOT release information to HIGHER EDUCATION RECRUITERS.

Signature _____ Date _____

Parent OR Student (age 14 or older)

Release of Student Directory Information

The district may release student "directory information" without written consent, unless you have indicated by checking the box below that you do not want the information released. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Its primary purpose is to allow the district to include this type of information in certain school publications, such as a yearbook, newsletter, playbill, or honor roll. Directory information includes the following: student's name, age, state unique student identification number, neighborhood of residence, class or grade, dates of enrollment, participation in officially recognized activities, membership on athletic teams, degrees, honors, and awards, and post-high school plans.

Unless you indicate otherwise, the district may release directory information under limited circumstances. The district reserves the right to withhold any information if the district believes it is in the best interest of our students. However, the district will disclose information as required by law.

Please check the box below if you do not wish the district to release your student's directory information.

- I DO NOT want my child's directory information released. By selecting this option, I understand that my child's name and/or photograph will NOT be included in the yearbook, newsletters, programs, and other district and school publications; and directory information will NOT be released to partner organizations who may provide services to students.

Signature _____ Date _____

Parent OR Student (age 18 or older)

Media Appearances

- I give permission for Boston Public Schools to record, film, photograph, interview and/or publicly exhibit, distribute, or publish in print and in electronic media my son/daughter's name, appearance, spoken words and works during the 2015-2016 school year, whether undertaken by school staff, students, or anyone outside the school, including the media. I agree that Boston Public Schools may use, or allow others to use, those works without limitation or compensation. I release my child's school and Boston Public Schools staff from any claims arising out of my child's appearance or participation in these works.
- I DO NOT give permission for my son/daughter's name, appearance, spoken words and works to appear in the media as described above.

Signature _____ Date _____

Parent OR Student (age 18 or older)

Acceptable Use Policy for Technology, Including the Internet

- As the parent or guardian of this student, I have read the Acceptable Use Policy on page 46 of this Guide to the Boston Public Schools and have discussed it with my child. I understand that computer access is provided in Boston Public Schools for educational purposes in keeping with the academic goals of BPS, and that student use for any other purpose is inappropriate. I recognize that it is impossible for BPS to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use computer resources in the Boston Public Schools.
- I DO NOT give permission for my child to use computer resources, including Google Apps for Education, in the Boston Public Schools.

Parent Signature _____ Date _____

STUDENTS MUST SIGN THE STATEMENT BELOW REGARDING TECHNOLOGY USE:

As a Boston Public School student, I understand that the use of the school network and e-mail is a privilege, not a right. I understand that my school network and e-mail accounts are owned by the BPS and are not private. BPS has the right to access my information at any time. I understand that BPS administrators will decide what conduct is inappropriate use if such conduct is not specified in this agreement. I will use technology in a manner that complies with laws of the United States and the Commonwealth of Massachusetts. I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.

I understand and will abide by the Acceptable Use Policy on page 46 of this Guide to the Boston Public Schools. I will use BPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would disrupt the activities of other users. I understand that consequences of my actions could include possible loss of technology privileges and/or school disciplinary action as stated in the Code of Conduct and/or prosecution under state and federal law.

Student Signature (age 5 and older) _____ Date _____

Household Income Survey

The Boston Public Schools provides information about all its students – the “student body” – as part of fact sheets about the district, applications for grants, and other purposes. One frequently asked question is “What percentage of students come from low-income families?” *The district DOES NOT provide information about the family income of individual students.*

In the past, the BPS collected information about household income on applications for free and reduced price school meals. Now, all students receive free school meals and do not have to complete an application. However, information from this income survey can help BPS compete for external funds, such as grants, that support our schools.

In order to help the BPS collect this important information, please answer these questions:

- How many people live in your household? _____ Adults (age 18 and older) _____ Children (age 0-17)
- Does your household receive benefits from Massachusetts SNAP (also known as “food stamps”)? ___ Yes ___ No
- What is your household income*? Please report ONE of the following (not all three):
 - Weekly income \$ _____
 - Monthly income \$ _____
 - Annual income \$ _____

* This is the total amount earned from all household members from wages, tips, self-employment, welfare, alimony, Social Security, SSI, disability benefits, veterans' benefits, and retirement benefits.

Important Medical Information

I have read pages 28–32 of this Guide and understand the procedures that the school will follow if my child needs medical treatment and/or takes medications while in school. I understand that it is extremely important for the school to be able to reach me in case there is a medical emergency.

Phone numbers to reach me in an emergency: ❶ _____ ❷ _____

My child's health insurance provider _____

Name of my child's primary care physician and/or health center _____

My child has the following health problems and/or allergies of which the school should be aware:

Health problems: _____

Allergies: _____

Additional information of which the school should be aware concerning my child's health: _____

I authorize the release of the information given above to other school staff in order to coordinate services for my child.

Parent Signature _____ Date _____

Health Screening

As part of each student's school health record, the Boston Public Schools (BPS) screens students for height, weight, vision, and hearing. Check the box below and sign if you DO NOT want BPS to record your child's height and weight and test vision and hearing.

I DO NOT give permission for the Boston Public Schools to screen my child for height, weight, vision, and hearing.

Parent Signature _____ Date _____

Services for Students:

Food and Nutrition Services

Boston Public Schools' Department of Food and Nutrition Services (FNS) offers nutritious breakfast and lunch to all students in kindergarten through high school and in alternative education programs. After school hours, we supply meals on request. During the summer months, we supply breakfast and lunch to sites across the city.

School menus are posted on the BPS website.

For students with special **dietary restrictions**, such as food allergies, schools can provide alternate meals. Please visit bostonpublicschools.org/meals for more information.

Free school meals for all students

All BPS students receive FREE breakfast and lunch at school, regardless of family income. BPS qualifies for this benefit under a federal program for high-poverty school districts called the Community Eligibility Provision (CEP). Families do not have to fill out an application for free and reduced price school meals.

More Information

- Food and Nutrition Services 617-635-9144
- bostonpublicschools.org/meals

Snack Food and Drinks Policy: Healthy Choices



BPS Food and Nutrition Services and the Wellness Department are joining with schools to provide healthy snack and drink options for all school-related activities, vending machines, school stores, class parties, after school sports and activities, fundraisers and meetings.

Under the revised Nutrition Policy and guidelines, students have better access to foods low in fat and sugar, and high in nutrients found in whole grains, fruits, and vegetables. For drinks, schools will only offer low fat and non-fat milk and 100% juice.

If you plan to bring food or drinks for school events, please ask your school to suggest healthful options. We look forward to working with families to make every school a healthy place to learn.

Did you know...

- BPS has introduced new ways to encourage more students to eat breakfast. These include breakfast after the bell, "grab and go" breakfasts in some middle and high schools, and breakfast in the classroom.
- BPS is serving more locally grown, fresh fruits and vegetables on the lunch menu. All schools offer a locally grown item each week.
- BPS participates in the U. S. Dept. of Agriculture (USDA)'s Fresh Fruit and Vegetable Program. In 2014, more than 13,000 students at 27 elementary and K-8 schools received fresh fruit and vegetables 3-4 times a week in addition to those served with the school meals.
- School meals meet the new Healthy Hunger Free Kids Act guidelines.

More information on these guidelines:

www.fns.usda.gov/cnd/governance/legislation/cnr_2010.htm



BPS Policies:

Student Safety and Emergencies

Nothing is more important to us than keeping our students safe. Here are some of our policies to protect your children.

Lost and Missing Children

Very rarely, a child may leave home in the morning but not arrive at school, or may leave school but not return home. If your child is lost or missing, call the school first. If no one answers, call “911.” Also call School Safety Services, 617-635-8000. School Safety officers will work with the Boston Police (and the BPS Transportation Department if your child receives transportation service) and will keep you informed until your child is found.

Medical Emergencies

See page 29 for BPS policy on handling medical emergencies that occur at school and during school-sponsored activities.

CORI/SORI Checks For School Volunteers

All school volunteers and chaperones on field trips must undergo a CORI/SORI check before participating. CORI is Criminal Offender Record Information. SORI is Sex Offender Record Information.

Release of Students to Adults Other than the Parent

Schools will not allow anyone other than a child’s custodial parents/guardians to take the child away from school. If you want a relative, friend, or care provider to pick up your child at school, you must give written permission or call the school. If you call, the principal must verify that it was the parent/guardian making the call. The individual must show identification before the school will release the student.

If you want to have a private transportation service take your child to or from school, you must fill out and sign a form, “Parent Permission to Release Students to Authorized Persons.” You can get it from the school office or on the BPS website. The BPS is not responsible for accidents or injuries to students who use non-BPS transportation. Please see page 36 for more information.

When a Child Isn’t Picked Up at School

The school principal or a responsible staff person knows which students take the bus, which students are allowed to walk home by themselves, and which students are picked up regularly by a parent or another adult.

The principal is responsible for making sure all children arrive home safely. When a child isn’t picked up at school, the principal will try to reach the parent or emergency contact person. If the principal can’t reach any family member or responsible adult by 5:00 p.m., the BPS may transport the child to the Mary Lyon School in Brighton, which stays open late. After 5:00 p.m., BPS staff may contact the Massachusetts Department of Children & Families (DCF) to take custody of the child.

When a student is repeatedly not picked up at school, the principal will file a 51A (see “Child Abuse and Neglect” on this page).

Child Abuse and Neglect

If school staff suspect that a student is being abused or neglected, they are required by law (M.G.L. Chapter 119, Section 51A) and BPS policy to report it to the Mass. Department of Children & Families (DCF). All reports are strictly confidential. DCF maintains a 24-hour Hotline: 1-800-792-5200.

The BPS policy also gives procedures for how schools will respond to reports of child abuse or neglect, including cooperating with DCF investigations.

Safety Transfers

It is sometimes necessary to change a student’s school assignment to ensure a safe and secure learning environment for that student. Under the federal No Child Left Behind Law:

- Students who are victims of a serious physical, emotional, and/or electronically transmitted assault, or who are victims of a violent criminal offense while on school property, on school buses, or at school-sponsored activities, are eligible for a safety transfer to another school.
- Students attending a school designated as “unsafe or persistently dangerous” by the Mass. Dept. of Elementary & Secondary Education may transfer to a safe school. (See page 60.) At the time this Guide was printed, no Boston public school had this designation.

To request a safety transfer, the parent/guardian must complete and sign the “Safety Transfer Request Form” and submit it to the headmaster, principal, or program director for review and recommendation. Contact the headmaster or principal for more information.

Student Searches

Under federal law, school staff may search a student if they suspect the student possesses evidence that shows either a violation of law or a violation of school rules. In order to reasonably suspect something, school officials must have enough facts to establish that the suspicion is likely to be true.

Student Safety and Emergencies (continued)

In determining whether and how to conduct a student search, school officials must use common sense and good judgment. They should consider such factors as the danger posed by the object being sought; the likelihood of the evidence being disposed of or destroyed; and the age, sex, and prior disciplinary record of the student.

Student searches must follow these and other guidelines:

- Only administrators who are authorized under the Code of Conduct to suspend students from school should conduct student searches.
- If the school administrator believes that a student may possess a firearm, weapon, dangerous object, or drugs, or otherwise fears that a search would jeopardize his or her safety, the administrator should notify the Boston Police Department, and a police officer must be present during the search.
- Authorized staff should search only students of the same sex.
- The search normally should be limited to those areas and objects that could reasonably be expected to contain the item(s) being sought, such as a locker, jacket pockets, or backpack.

Some schools use metal detectors as part of their overall safety plan. The school community, School Site Council, and principal/headmaster decide together if the school will use metal detectors. The policy must be in writing and must be reviewed by the BPS Legal Office.

More Information

- ➔ Student searches: see Superintendent's Circular SAF-01.
- ➔ Metal detectors: see Superintendent's Circular SAF-07.

Whole-School or Community Emergencies

Each Boston public school has a plan for action in case of a disaster or community emergency. The school's emergency preparedness plan is designed for the individual characteristics of that school.

It is important for parents and guardians to be aware that there is a plan for each of their children's schools, particularly the plan for reuniting parents with their children if the school is in containment or has to be evacuated.

School Containment ("Safe Mode")

Occasionally, with the cooperation of the Boston Police Department, we ask schools to increase their level of security because of a possible disturbance in the neighborhood. This proactive measure is called **containment**, or "safe mode."

Keep Your Child's Emergency Information Up to Date!

Be sure the school has CURRENT information!

- Parent/guardian's home, work, and cell phone numbers
- E-mail address
- The best number for you to receive automated phone calls (see page 7)
- Current address
- An emergency contact person with current phone number and address (if the parent can't be reached)
- Health insurance information

Call the school right away if there are any changes!

When this happens, it simply means that visitors are not allowed into the building, students and staff are not allowed to leave, and existing security measures are reinforced. Teaching and learning continues in classrooms without interruption when we activate these extra security measures. We want to assure our BPS families that the safety of our students and staff is our highest priority at all times. So everyone in the school is familiar with the procedure, we practice containment drills in every school.

If you have any questions about these procedures, please contact the principal or headmaster of your child's school.

If There Is an Emergency:

Call **911** and/or one of these BPS numbers:

- ➔ School Safety 617-635-8000
- ➔ Transportation 617-635-9520

BPS Policies:

Non-Discrimination and Civil Rights

Equal education opportunity and non-discrimination laws protect the rights of students to participate in all activities pertaining to their education. Under federal and state laws and regulations:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, disability, sexual orientation, genetics or military status.

Below you will find a brief description of various anti-discrimination policies of the Boston Public Schools (BPS).

For a complete copy of any of these policies, please see the Superintendent's Circulars on the BPS website. The number of the related Superintendent's Circular appears after each policy summary below.

- **If you believe your child has been discriminated against or harassed in or by the Boston Public Schools based on the child's membership in one of the protected classes under the law and/or listed above, or if you have questions regarding the non-discrimination policies, please contact the BPS Office of Equity, at 617-635-9650 or bpsequity@bostonpublicschools.org.**
- **Students and staff who violate the non-discrimination policy are subject to discipline, up to and including expulsion (for students) or dismissal (for staff).**

Non-Discrimination Statement

This policy states that the BPS is committed to maintaining an educational environment where discrimination on the basis of race, color, national origin, gender, gender identity, sexual orientation, religious beliefs, disability, genetics or age have no place; and where any form of coercion or harassment that insults the dignity of others and creates an intimidating, threatening, or abusive educational environment is unacceptable. ▶EQT-5

Discrimination/Harassment of Students

These policies prohibit the discrimination or harassment of students, including treating students differently, using insulting language or actions that create an intimidating, threatening, or abusive educational environment, or refusing to let a student participate in an activity because of his/her race, gender, gender identity, sexual orientation, religion, ethnicity or national origin. ▶EQT-8 and EQT-9

Sexual Assault Policy

This policy states that sexual assault will not be tolerated, whether committed by staff, students, or third parties; and retaliation against a person who reports such assault or cooperates in an investigation also will not be tolerated. This policy also sets forth procedures for students to report a sexual assault. ▶LGL-13

Sexual Harassment Policy

This policy states that sexual harassment in any form will not be tolerated on school grounds, at school-sponsored events or activities, or while traveling to and from school or school-sponsored events or activities. It includes a definition and descriptions of sexual harassment and the procedure for filing a complaint, among other things. ▶EQT-6

Non-Discrimination Against Students with Disabilities

The BPS is committed to a policy of non-discrimination against qualified students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Massachusetts Anti-Discrimination Law (M.G.L. 151B). Qualified students with a disability may not be excluded from, denied the benefits of, or denied access to any program or activity based solely on their disability.

Hazing Law

Massachusetts law makes it a crime to engage in hazing activities. Hazing means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. The BPS policy on hazing includes a discussion of a person's legal obligation to report to law enforcement authorities if he or she knows that someone is a hazing victim or is at the scene of such a crime. ▶LGL-01

Procedures for Student Grievances of Discrimination

This policy addresses how to file complaints regarding alleged discrimination based on race, color, age, disability, sex/gender, gender identity, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status. ▶EQT-3

More Information on Discrimination and Civil Rights Issues

- Assistant Superintendent, BPS Office of Equity
Title IX Coordinator
Section 504 Coordinator
Bolling Municipal Building
2300 Washington St., Roxbury, MA 02119
617-635-9650
bpsequity@bostonpublicschools.org

The Code of Conduct

Students need a safe and orderly environment in which to learn. To ensure this, all Boston public schools follow the **BPS Code of Conduct**. At each school, teachers and parents also develop and follow **School-Based Rules**. A summary of the Code of Conduct follows in the next few pages of this Guide. You should receive a copy of the School-Based Rules for your child’s school along with the Guide. They are both very important.

School-Based Rules

Each school has its own rules—known as “School-Based Rules”—that its students are expected to follow. In one middle school, for example, students may be asked to file quietly and in line to their next class. In another middle school, students might be allowed to walk to class in small groups.

If a student breaks one or more of the School-Based Rules, he or she may be disciplined. The principal might ask the student to sign a contract to change his or her behavior, or keep the student after school for detention.

School-Based Rules are written by a committee of administrators, teachers, and parents at each school and are reviewed each spring by the School Site Council. In middle and high schools, students are also on the committee. School-Based Rules should be posted in every classroom and sent home with students every September.

The BPS Code of Conduct

In addition to following its own School-Based Rules, every school must also follow the Boston Public Schools Code of Conduct. The Code lists rules—that all students are expected to follow.

A student who violates the Code of Conduct may be suspended and/or expelled from school. Expulsion is a serious matter, and it is important that students understand that their actions may have serious consequences.

School-Based Rules and the Code of Conduct apply to the behavior of students while they are in school, at school-sponsored activities, and on their way to and from school (on the school bus, at the bus stop, on the MBTA, and walking).

Don’t Miss Out on School Privileges!

Students have the opportunity to participate in many special school functions and activities, such as field trips, celebrations, performances, class days, proms, and graduation ceremonies, among others. Participation in such activities is a privilege to be earned—not a “right.” By violating school rules or the Code of Conduct, or by engaging in unlawful activities outside of school, a student may lose these privileges. The principal or headmaster has the authority to limit or deny a student’s participation in such special functions and activities.

Denial of Transportation

If a student endangers his or her own safety or the safety of others while on a school bus or on public transit, the principal or headmaster may deny school-provided transportation to the student. Transportation may be denied for up to three days without a hearing. Denial of transportation for four or more days in a row, or more than six days in a marking period, requires a hearing. In all cases, the principal or headmaster must inform the parent before keeping the student off the bus. The student is expected to come to school on the days when he or she is not allowed on the bus unless the student also has been suspended from school.

From the Foreword to the Boston Public Schools Code of Conduct

THE CODE OF CONDUCT is based upon the laws, rules, regulations, and policies that seek to allow access to education for all while protecting the due process rights of the individual. Discipline, as defined by the Code, must have the qualities of understanding, fairness, flexibility and consistency. It is the responsibility of the school personnel, students, parents/guardians, and the community to contribute to a school atmosphere that promotes a safe, healthy, and supportive whole school environment that is conducive to learning. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, parents/guardians, and the community.

The Code of Conduct is intended to be instructive, not punitive, and is based on the principle of preventive and positive discipline (i.e. interventions, skill building and consequences). It is aimed at addressing the causes of misbehavior, resolving conflicts, meeting students’ needs, and keeping students in school. In addition, the Code is intended to create clear expectations and graduated levels of support and intervention for all students with consequences for misbehavior that are individualized, consistent, reasonable, fair, age appropriate and that match the severity of the student’s misbehavior. Minor infractions and first offenses shall be treated non-punitively whenever possible. Factors such as age and grade level of the student, the student’s social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered at all times...

BPS Policies:

The Code of Conduct (cont.)

Suspension

Suspension is not being allowed to attend school for a limited number of school days. For a student 15 years old or younger, short-term suspension can be up to three school days in a row. For a student 16 years old or older, the suspension can be up to five consecutive school days. Long-term suspension is an exclusion for more than 10 consecutive or cumulative school days.

The Suspension Process. Before a principal or headmaster can suspend a student, he or she must hold a hearing at the school and invite the student and the student's parent/guardian. At the hearing, the principal or headmaster hears the evidence and decides whether the student should be suspended. If the student and the parent/guardian disagree with the suspension, they may appeal the decision to the Superintendent's Hearing Officer within 10 school days.

In some instances, a student may be suspended before a hearing. This **emergency suspension** can be imposed only when a student is alleged to have committed a suspendable offense where the student's presence poses a continuing danger to persons or property or seriously disrupts teaching and learning, and only for the rest of that school day. Before an emergency suspension, the principal or headmaster must try to notify the parent. A hearing must be held at a later date.

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety school days, indefinitely, or permanently. Students may be expelled for possession of a dangerous weapon, possession of a controlled substance, assault on educational staff, or a felony charge or conviction.

The Expulsion Process, Step by Step

- 1 In some cases, when a student commits an expellable offense, the principal or headmaster may order an emergency suspension for safety reasons.
- 2 Next, in most cases, the principal/headmaster or another administrator holds a suspension hearing and suspends the student. The purpose of the suspension is to remove the student from school while the principal/headmaster prepares for the possible expulsion hearing. Therefore, a suspension hearing does not need to take place if the student is already out of school for legal or medical reasons.

Offenses for Which Students May Be Suspended or Expelled

A student may be expelled for up to one calendar year only for these serious offenses:

- ❑ possession of a dangerous weapon, including, but not limited to, a gun or a knife
- ❑ possession of a controlled substance, including but not limited to marijuana, cocaine, and heroin
- ❑ assault on school staff
- ❑ felony charge or conviction

A student may be suspended for these serious offenses:

- ❑ sexual assault
- ❑ assault and battery on any person causing physical injury unless necessary for self-defense
- ❑ endangering the physical safety or mental/emotional health of another by use of threats of force communicated by any means, including by technology. This includes hazing, graffiti, bullying and cyberbullying.
- ❑ possession of a dangerous weapon prohibited by law, or of an object of no reasonable use
- ❑ use of any object in a dangerous or threatening manner
- ❑ setting or attempting to set a fire on school property, at school-sponsored activities, or on school-provided transportation
- ❑ damaging or stealing private property or school property
- ❑ making a bomb threat or pulling/reporting a false fire alarm
- ❑ violating the civil rights of others
- ❑ sexually harassing another person
- ❑ using racial or ethnic slurs or obscene language
- ❑ breaking the rules for acceptable use of e-mail and the Internet
- ❑ disrupting school or classroom activity, including unauthorized use of cell phones
- ❑ being in an area of the school building that is off limits to students
- ❑ refusing to identify himself or herself
- ❑ tampering with school records
- ❑ leaving the school without permission or cutting classes excessively
- ❑ failing to attend or to consistently attend the BPS Counseling & Intervention Center without a reasonable excuse; or violating Section 7 of the Code of Conduct while attending the Center.

In certain circumstances, a student may be indefinitely suspended or expelled for conduct unrelated to school or school activities, such as when the student is charged with or convicted of a felony and the principal or headmaster determines the student's continued presence would disrupt the school.

NOTE: The list above is meant as a guide only. Please refer to the Code of Conduct, Section 7, for a complete list of offenses and penalties.

The Code of Conduct (continued)

- ③ During the suspension, the principal/headmaster begins procedures to hold a formal expulsion hearing. He or she also schedules the student for assignment to the BPS Counseling and Intervention Center (described below). The parent must receive notice of the expulsion hearing in writing, in the language of the home. If the parent is not able to attend, he or she may request one postponement.
- ④ At the expulsion hearing, the principal or headmaster listens to witnesses and examines the evidence. The student or parent/guardian may bring an advocate or lawyer to the hearing. If needed, the school will provide an interpreter for parents who have limited English-speaking skills. The school must make recording of the hearing and make the recording available to the parent or student upon request.
- ⑤ Following the hearing, the principal or headmaster sends the written recommendation to the appropriate Administrator of Operations for review of due process. If the principal or headmaster decides to expel a student, the student and parent/guardian must be notified in writing.

Appealing an Expulsion. If the student and the parent/guardian disagree with the expulsion, they may appeal the decision to the superintendent, or someone named by the superintendent, within 10 school days.

During and After the Expulsion Period. During a period of long-term suspension or expulsion, BPS assigns the student to an alternative middle school or high school program or to another elementary school. When a student's period of expulsion has ended, the parent/guardian (or student age 18 or older) must go to a BPS Welcome Center and re-enroll the student in the Boston Public Schools. The student will not be reassigned to the school from which he or she was expelled unless the principal or headmaster has recommended this at the time of the expulsion.

The Counseling & Intervention Center

The BPS Counseling & Intervention Center in Roslindale provides counseling services, allows students to maintain academic progress, and teaches the importance of following the rules. A student is assigned to the Counseling & Intervention Center for a certain number of days. Those who don't attend the Counseling & Intervention Center as assigned face further disciplinary consequences.

Corporal Punishment

Under state law and School Committee policy, school staff may not punish a student by hitting, pushing, or any use of physical force. School staff may use reasonable physical force to restrain a student only if (1) non-physical intervention would be ineffective or has been ineffective, and/or (2) they believe the student's actions may result in physical injury to the student or other

people. Any school employee who uses unreasonable force will be subject to discipline.

Students with Disabilities

The Code of Conduct applies to all students. There is a specific procedure, however, for disciplining students with disabilities. You can find this procedure on the BPS website. It is described in **Superintendent's Circular SPE-15**. This can be downloaded and printed. If you prefer, your child's school can give you a copy of this document upon request. This procedure is also included in the **Parent's Rights** brochure that you receive with your child's Individualized Education Program (IEP).

No student with disabilities may be suspended for more than 10 cumulative school days in the school year except as provided by federal laws and regulations.

How Parents Can Help

As a parent, you can help your child obey the rules and help keep the school safe by:

- sharing the responsibility for the behavior of your child in school, at school-sponsored activities, and on the way to and from school
- preparing your child to take responsibility for attending school and for his or her own behavior
- fostering in your child positive attitudes toward himself or herself, others, the school, and the community
- communicating with school staff about your child
- attending individual or group conferences
- recognizing that school staff members have the right to enforce the policies of the Boston School Committee
- behaving in a civil and non-disruptive manner when visiting the school
- being sure your child brings to school only those things that are appropriate in a school setting.

Where to Find the Code of Conduct

- Visit the BPS website: www.bostonpublicschools.org. Select "Students and Families," then "Code of Conduct."
- Visit www.bostonstudentrights.org and download the mobile app. Developed by students, it presents the Code of Conduct in a condensed, simplified format, plus information on student rights and responsibilities and legal aid resources.
- Contact any BPS Welcome Center (page 5) or the Superintendent's Office (617-635-9050 or superintendent@bostonpublicschools.org) to request a printed copy.

The Code of Conduct is available in English, Cape Verdean creole, Chinese, Haitian creole, Portuguese, Somali, Spanish, and Vietnamese.

BPS Policies: Using Technology in School

Boston Public Schools (BPS) provides a wide array of technology resources for use by students and staff. These resources are to be used only for educational purposes. The BPS **Acceptable Use Policy** outlines responsible use and prohibited activities when using all technology, including networks, electronic devices, and online resources. The policy was developed with input from BPS administrators, teachers, students, parents, community partners, school police, and the BPS legal advisor. It applies to all users of the BPS network, including staff, students, and guests. The School Committee adopted a new AUP in spring 2014 to cover many of the new technologies that our schools are using or would like to use in their classrooms.

Every student is expected to follow all of the rules and conditions listed below, as well as those given verbally by BPS teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

Acceptable Use Policy for Technology, Including the Internet: Student Responsible Use

- ❶ **I am responsible for my computer account and e-mail account.** I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
- ❷ **I am responsible for my language.** I will use appropriate language in my e-mail messages, online postings, and other digital communications. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.
- ❸ **I am responsible for how I treat other people.** I will use e-mail and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hate or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
- ❹ **I am responsible for my use of the Boston Public Schools network.** I will use BPS technology resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any BPS technology resources unless authorized by school administrator/teacher as part of a school assignment.
- ❺ **I am responsible for my conduct on all online sites.** I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.
- ❻ **I am responsible for being honest while I am online.** I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.
- ❼ **I am responsible for protecting the security of the Boston Public Schools network.** I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software, including file sharing, shareware, or freeware, on school computers.
- ❽ **I am responsible for protecting school property.** I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resource. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including but not limited to memory storage devices (i.e. USB drives).
- ❾ **I am responsible for respecting other people's property online.** I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music and movies.
- ❿ **I am responsible for following school rules whenever I publish anything online.** I will follow all guidelines set forth by the BPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number or school. I will not post photos of students with their first and last names on any online site, including but not limited to websites, social networks, blogs, wikis, and discussions forums, without the permission of the parent/guardian or student (age 18 and older).

Learn More about
BPS Internet Safety

For more information for students and families about the Acceptable Use Policy:

www.bpscybersafety.org

(see the Acceptable Use Policy section)

Residency Requirement for Students

Only students who live in the City of Boston may register for and attend the Boston Public Schools. The residence of a student under age 18 is the legal residence of the parent(s) or guardian(s) who have physical custody of the child. A student age 18 or older may establish a residence separate from his or her parents or guardians for school attendance purposes.

“Residence” is the place where a person lives permanently. Temporary residence in the City of Boston, solely for the purpose of attending a Boston public school, is not considered “residency.”

This residency policy does not apply to homeless students. For questions regarding homeless students, please call the Office of Legal Advisor, 617-635-9320.

Proof of City of Boston Residency

In order to register for admission to any Boston public school, the student’s parent or legal guardian must provide two proofs of residency in the City of Boston from the list below. Documents must be pre-printed with the name and current address of the student’s parent/guardian (or the student if 18 years of age or older). The two items may not be from the same bullet.

- A utility bill (not water or cell phone) dated within the past 60 days
- A current lease, Section 8 agreement, or BPS Landlord Affidavit [available on the BPS website]
- A deed, mortgage payment statement dated within the past 60 days, or property tax bill dated within the past year
- A W2 form dated within the year, or a payroll stub dated within the past 60 days
- A bank or credit card statement dated within the past 60 days
- A letter from an approved government agency* dated within the past 60 days.

* *Approved government agencies:* Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts letterhead.

Residency for Exam School Applicants

For special rules about residency for students applying to the city’s three exam schools—Boston Latin Academy, Boston Latin School, and John D. O’Bryant School of Mathematics and Science—see page 27.

Declaration of Boston Residency

Custodial parents and legal guardians of Boston Public Schools students, and students age 18 and older, must sign a statement saying they are legal residents of the City of Boston. They also must agree to notify BPS if they move during the school year. This statement is on page 35 of this Guide. Don’t forget to sign and return pages 35-38!

If a student moves out of Boston during the school year

- High school students may stay in their current BPS school if they move after the start of grade 12.
- Students in kindergarten–grade 11 who move out of Boston **on or before April 30** will be discharged immediately.
- Students in kindergarten–grade 11 who move out of Boston **after April 30** may complete the school year in their current school. They will be discharged from the BPS at the end of the school year.
- BPS does not provide transportation to students who live outside Boston.

Enforcement of the Residency Requirement

When the school department suspects that a family of a current BPS student lives outside of Boston, an investigation will take place. The BPS may suspect a student is not a resident if, for example, mail is returned due to an invalid address, the proofs of address submitted by the parent are inconsistent or suspicious, or a tip is received from the principal/headmaster or an anonymous caller.

In addition to investigations of families suspected of non-residency, the residency investigator will conduct a limited number of residency checks of students selected at random from the exam schools and from non-exam schools. The residency investigator also will work with the MBTA to conduct spot checks of train stations from which out-of-city students may commute to Boston schools.

What happens to students who violate the Residency Policy?

Students found to be in violation of the Residency Policy will be dismissed immediately from the Boston Public Schools.

In addition to dismissal from school, the Boston Public Schools will impose a fine based on the cost of educational services received and may impose additional penalties on the family, such as legal action and the withholding of certain scholarships and prizes.

The parent/guardian of a student dismissed for non-residency may appeal the decision. The student may be allowed to remain in school during the appeal procedure. See page 9, “Advocating for Your Child.”



Residency Tip Line
617-635-6775

Call to leave anonymous tips about students attending Boston Public Schools who do not live in the City of Boston.

BPS Policies:

School Registration—Start Early to Learn about Your Choices!

The City of Boston has more than 120 public schools, all with unique offerings. Under the Boston Public Schools (BPS) assignment policy, families have a wide selection of schools from which to choose. However, no school choice is “guaranteed.” Students are assigned by a lottery system that gives priority to applicants with brothers and sisters already in the school.

Most students need to apply for school for the “transition grades”: kindergarten, grade 6 (the start of middle school), and grade 9 (the start of high school). Registration and transfer applications for the 2016-2017 school year begin on January 4, 2016 for the transition grades and February 3, 2016 for all other grades. For the best chance of getting the school you want, apply during the first registration period for your child’s grade.

If your child will start kindergarten next year or is now in the highest grade offered at his or her current school, we recommend that you start this fall to learn about your school choices.

Discover Boston Public Schools

In October:

- **Find out what schools you can apply for.** Under the district’s school assignment plan, your school choices for 2016-2017 are based on your home address. Visit bostonpublicschools.org and click on “DiscoverBPS” for more information and to view a customized list of your school choices.
- **Think about what you are looking for in a school,** such as special programs, student achievement, grade level structure (K0–grade 1, K–5, K–8, etc.), and size.

In November through early January:

- **Learn more about each school on your customized list.** Don’t rely just on what you hear from friends and family members. Every school is different, and schools can change over time. “Discover BPS” fact sheets, available in November at the Welcome Centers and at DiscoverBPS.org, are a good introduction to each school. School Report Cards (see page 57) have more detailed information about each school. They are available at the Welcome Centers and at bostonpublicschools.org/schools.
- **Visit schools during School Preview Days** (details on this page). This is the best way to get a sense of a school’s “climate” and expectations for its students.
- **Apply during the first registration period for the grade your child is entering.** If your student is new to the Boston Public Schools, you will need to apply at a BPS Welcome Center. Bring two specific proofs of residency (see page 47), the student’s immunization record, the student’s birth certificate, passport or Form I-94, the parent/guardian’s photo

identification, and a transcript from the student’s last school (if applicable). For complete information on how to register for school, visit www.bostonpublicschools.org/register, call any Welcome Center (see page 5), or pick up a copy of our school choice newspaper, *Discover the Boston Public Schools*, available in schools, Welcome Centers, and Boston Public Library branches.

School Preview Days

During **School Preview Days** – November through January – schools welcome visitors on special dates and have activities to help parents make informed choices about their child’s next school.

- **School Preview Kick-Off** is scheduled for Saturday, November 14, 2015 from 9:00 a.m. to 1:00 p.m. On this one Saturday, all of our ‘choice’ schools will be open to visitors. Drop by, meet the principal and teachers, tour the building, and see displays of student work.
- A citywide **High School Showcase** will be held on Thursday, December 3, 2015. Check the BPS website for time and location.
- Check the BPS website for additional School Preview dates and hours in each school. If you can’t visit at those times, call the schools to ask about scheduling a visit.

Full-time City of Boston employees who are parents or guardians of school-age children may take up to four hours of work time during School Preview Days to visit schools. To be eligible for this benefit, the employee must have a child who may be registering in the BPS for the first time, or who is a current BPS student applying for a new school for one of the transition grades (kindergarten, grade 6 and grade 9). This time is “paid time off” and will not be deducted from vacation, personal, or sick time. Eligible employees should contact their Human Resources office before using this benefit.

In addition, under the **City of Boston Parental School Leave ordinance** (Chapter 12-13.3), parents of students in kindergarten–grade 12 may take up to 21 hours off per school year for school visits. Generally parents must use vacation days, personal days, or compensatory (“comp”) time. This ordinance applies to employers who employ 25 or more workers in the same location. The parent must notify the employer about the planned visit in advance.

For more information, see BPS Superintendent’s Circular SUP-3, “Parental School Visits,” on the BPS website.

School Registration & Assignment (continued)

Transfers and Other Special Situations

Voluntary Transfer Requests. A parent or student age 18 and older may request an assignment to a different school. Voluntary transfers—those that are not for change of address, safety, programmatic, or disciplinary reasons—can be requested as follows:

- *Elementary school:* one transfer per school year
- *Middle school:* only one transfer during the middle school years (grades 6–8)
- *High school:* only one transfer during the high school years.

To request a voluntary transfer, visit any BPS Welcome Center. All transactions require photo identification (photo ID). Before you fill out the form, ask if there is an available seat in the school you are requesting.

Safety Transfers. It is sometimes necessary to assign a student to a different school to ensure a safe learning environment for that student. (Please see page 40, Student Safety & Emergencies, and page 60, NCLB Unsafe School Choice Option.)

Long-term Suspension and Expulsion. The BPS may assign elementary school students to another school for disciplinary reasons. Middle school and high school students will be assigned only to alternative programs.

Change of Address: If a student moves and their current school is one of their home-based choices based on the new address, the student can remain in their current school, but their eligibility for yellow bus transportation may be affected. Students who move and whose current school is not in their home-base may have to change schools. However, the student may continue to attend their school, through its highest grade, if the parent agrees in writing to provide transportation to the school. If the family requests a transfer due to a new address, we will try to assign siblings to the same school *if seats are available*.

Homeless Students. Students whose families become homeless have the right to stay in the school they last attended, or to go to school in the new area or town where they live temporarily. For information, call BPS Homeless Education Resource Network, 617-635-8037.

Over-Age Students. Students ages 20–21 as of the first day of school will be assigned to Boston Adult Technical Academy. This includes current students as well as new students and those who are re-enrolling in the BPS. However, headmasters may allow some students to remain in the current high school. Students also have the right to appeal their assignment to Boston Adult Technical Academy. Call the Office of Enrollment Planning & Support, 617-635-9516, for help.

Before You Visit a School

Schools welcome visitors on most school days. It is best to call before you visit to be sure someone will be available to show you around and answer your questions. Find out if there are special times scheduled for visitors to take a tour and meet the principal.

What to look for and ask when you visit schools

- Is the school welcoming and respectful of children and adults?
- Is it orderly, with displays of high-quality student work on the walls?
- Do the principal, teachers, and staff seem caring and professional?
- Are students spending most of their time on academic subjects—reading, writing, math, science, and social studies?
- Are students interested and engaged in learning?
- Are there opportunities for music, art, and physical exercise?
- Does the school have before and after school programs? What are the hours and cost? What activities are offered? How are they supervised?
- Does the school have a good record of safety?
- How early can students be dropped off at school? How late can students be picked up?

For More Information

- ➔ Contact the BPS Welcome Centers, listed on page 5.
- ➔ For more questions to consider when visiting schools, go to: www.countdowntokindergarten.org/steps/choose.html

BPS Policies:

Student Records

The **student record** includes all information concerning a student maintained in any form by the Boston Public Schools (BPS) that is organized on the basis of the student's name or in a way that the student can be individually identified.

The student's transcript, or **permanent record**, includes the student's name, date of birth, address, years and grades completed, and courses and grades earned. The permanent record is kept for 60 years after the student leaves the school system.

All other records regarding the student are **temporary records** and are destroyed seven years after the student leaves the system. Parents/guardians have a right to receive a copy of this temporary record before it is destroyed. They may request a copy by contacting the building administrator of the school last attended.

A parent of any student, or a student who has entered high school or who is at least 14 years old, has the right to inspect the student record upon request. The parent or student should receive the record no later than ten days after the request, and may ask to have the record interpreted by another person or amended by the principal. Call your child's school if you would like to see your child's student record.

For more information on student records:

- Superintendent's Circular LGL-7, "Student Record Procedures"
- www.doe.mass.edu/lawsregs/603cmr23.html

Student Health Records

Under federal and state student record laws and regulations, student health records are subject to special confidentiality protections. Although the student health record is part of the temporary record, it does not have the same accessibility as the transcript or temporary record. Generally, only the school nurse can fully access the student's health record information in the temporary record. For information about when the law allows certain health information to be released to school staff other than the nurse without the parent's consent, see Superintendent's Circular LGL-16, "Student Health Information," on the BPS website.

Obtaining Records of Former BPS Students

Former BPS students can obtain a copy of their transcript and proof of graduation by submitting a request *in writing*. Please visit the BPS website for details and for a copy of the School Request Transcript Form: www.bostonpublicschools.org/request-transcript

If your high school is still open...

Fill out a School Transcript Request Form and fax it or mail it to the school. Contact information for each school is on the schools listings page of the BPS website.

If your high school has closed...

- Call the BPS Closed Schools Transcript Request Line: 617-635-7327
- Print and complete the Transcript Request Form from the BPS website and mail it to:
OIIT, attention Charles Childress
Boston Public Schools
2300 Washington St., Roxbury MA 02119

Records of Student Leaving the Boston Public Schools

When a student leaves the Boston Public Schools to attend a non-BPS school, the BPS will send the student record directly to the new school. Keep in mind that when a student transfers to a new school during the summer, it may take several days or weeks for the parent to get the record from the school. Staff are in school buildings for very limited hours in July and August.

Release of Student Information

Usually, no individual or organization is legally allowed to have information in the student record without the written permission of the parent or eligible student. However, there are a few exceptions that allow schools to release student information without the parent's consent and sometimes with notice, as provided in this Guide. Examples of exceptions include:

- Under state law, when a student transfers to a new school, the student record (including the special education record) may be transferred to the new school without the parent's consent, so long as the parent receives annual notification of this law.
- Release of information may be necessary to protect the health or safety of a person and may be requested by the Mass. Department of Children & Families (DCF), Department of Youth Services (DYS), a probation officer, or other law enforcement or education agencies.
- Under the federal No Child Left Behind law, public school districts must release the names, addresses, and telephone numbers of secondary school students to U.S. military and higher education recruiters. However, the parent or student has the right to request in writing that this information NOT be released. There are two ways to submit such a request:
 - Complete the section "Release of Information to

The Boston Student Advisory Council says...

BPS has a responsibility to make sure students and parents know about their right to opt out. After you have thought about your options, you may decide that military service is for you. You should be aware of gimmicks that recruiters use and watch out for incomplete or confusing information. We have the right to choose our futures, but we also have the right to know what we are getting into.

Student Records (continued)

Military and Higher Education Recruiters” on page 36 of this Guide. Check one or both boxes. Either the student or parent may sign this section.

- Submit your request in writing to the school principal or headmaster by written note or e-mail. Since recruiters generally request this information early in the school year, you must submit your request by September 25, 2015 to avoid being solicited.
- As required by the Massachusetts Education Reform Law, public school districts must give charter schools the names and addresses of their students for recruiting purposes. If you do want this information released, please complete the section “Release of Information to Charter Schools” on page 36.
- The Boston Public Schools releases the following information without parent consent: student’s name, the state unique student ID, age, neighborhood of residence, class or grade, dates of attendance, participation in officially recognized activities, membership on athletic teams, degrees, honors and awards, and post-high school plans. If you do not want this information released without your consent, you must notify the principal or headmaster by September 25, 2015. See page 36.

Massachusetts law [M.G.L. C.71, section 34H and 603 CMR 23.07 (5) (a)] describes the procedures by which public schools provide student record information to non-custodial parents. For information, go to: www.doe.mass.edu/lawsregs/603cmr23.html?section=07

Copies of BPS policies on student records and parents’ and students’ rights to student records are available at each school. A parent or student may file a complaint with the Family Policy Compliance Office in the U. S. Department of Education for alleged violations of the Family Educational Rights and Privacy Act (FERPA) and its regulations.

Graduation Ceremonies

Graduation from high school is a very important and special occasion. All BPS high schools honor their graduates with formal ceremonies during which they present diplomas, scholarships, and other recognitions. Only those students who have met all BPS high school promotion requirements and met the state’s Competency Determination requirements for ELA, math, and science & technology/engineering MCAS tests may participate in high school graduation exercises and receive a diploma. Students who have not met graduation requirements may not “walk across the stage” and receive a blank piece of paper in place of a diploma.

There are only three exceptions to this policy:

- ❶ Students who have completed two years in a technical-vocational program at Madison Park and who have earned a **Certificate of Competence** may participate in graduation ceremonies.

- ❷ Special education students with significant disabilities who are 22 years old and exiting high school based on their age and attainment of IEP goals will receive a **Certificate of Attendance** and are also permitted to participate.
- ❸ Other students with disabilities who meet these requirements may choose to participate:
 - Student has no more than nine unexcused absences in the prior school year
 - Student has taken Grade 10 MCAS at least three times in each subject which the student didn’t pass, or has submitted at least two “alternative assessment” portfolios
 - Student has completed grade 12 year in good standing as defined in the IEP and has met all school and BPS non-academic standards.



Many schools hold end-of-year assemblies to recognize students who are promoted from kindergarten, grade 5, and grade 8. However, **these celebrations are not graduations**. Schools are discouraged from calling them graduations, presenting “diplomas,” and having students wear caps and gowns.

All students except graduating high school seniors are expected to attend school through the last (180th) day—even if the end-of-year ceremony takes place before the last day of school—and will be marked “absent” if they do not attend.

Homework

Boston Public Schools educators believe that when students spend time on meaningful homework assignments, they are more likely to achieve academic success. Homework builds on classroom work and encourages the development of self-discipline and personal responsibility. It also promotes cooperation and communication between families and the school.

BPS Policies:

Homework (continued)

Every BPS student should have homework assignments every school day. See page 18 (elementary school), page 20 (middle school), and page 22 (high school) for homework guidelines. Teachers are responsible for assigning homework.

If you have questions about homework, or if you or your child has concerns about the value or amount of homework assigned, contact the teacher first, then the principal or headmaster.

Tardiness

All students are expected to report to school on time every day. Students who arrive after the beginning of the day are tardy. They must follow the school's tardy procedures in order to be considered present for the day. **High schools may count excessive tardiness as an absence.** See page 14 for more information.

It is the policy of the Boston School Committee that tardy students should be permitted to enter the school building. Headmasters and principals must (a) review their current tardy policies with their School Site Councils, (b) develop reasonable consequences to deal with student tardiness and positive incentives to encourage punctuality, and (c) closely monitor compliance with these policies.

The Boston Student Advisory Council says...

The tardiness policy is about respect for students and their education. BPS administration saw that it was wrong to punish tardy students by keeping them out of school. Schools need to continue to develop positive incentives that will make students WANT to come to school; for instance, by improving school culture and emphasizing help for tardy students rather than detention or punishment. And students need to show how important education is to them—by showing up on time.

Student Lockers

Middle schools and high schools assign lockers to each student to store their school supplies and personal belongings. The school provides locks and keys. Students may not use their own locks.

It is important for parents and students to understand that lockers remain the property of the Boston Public Schools while students are using them. School staff have a right to search lockers and any personal items inside the locker (such as coat pockets).

School staff inspect all lockers at least once a year for general clean-up. They also inspect lockers when they suspect a safety or security problem. Any illegal, prohibited, or potentially dangerous items, or evidence of a crime found during a locker search will be given to the appropriate authorities.

Check your school's School-Based Rules for more details on locker procedures.

Mobile Phones

The Boston Public Schools' policy on mobile telephones is designed to ensure that the use of cell phones does not interfere with teaching and learning during the school day. This policy applies to all students enrolled in all BPS schools at all levels, including pilot schools and Horace Mann charter schools.

- Students are permitted to use cell phones only during the following times:
 - before and after school hours outside or inside the school building;
 - at after-school or sports activities, only with the permission of the coach, instructor, or program director;
 - at evening or weekend activities inside the school building
 - in the classroom, *with the teacher's permission*, for educational purposes.
- The use of cell phones for any purpose—including telephone calls, text messaging, and other functions—is not permitted at any other time on school grounds.
- Cell phones must not be visible during the school day.
- Cell phones must be turned completely off (not simply on silent or vibrate mode) during the school day.

The Boston Student Advisory Council says...

Cell phones are important to many students who need to communicate with family or after-school jobs. We need them—but we don't want them disrupting anyone's education. The BPS cell phone policy was developed *by and for students* to strike a fair balance between respecting our learning environment and respecting students' rights.

Penalties for students who violate the policy will be as follows:

- First offense:** The cell phone will be confiscated and returned to the student at the end of the school day.
- Second and subsequent offenses:** The cell phone will be confiscated and returned only to the student's parent or guardian. The student may not bring a cell phone to school for the remainder of the school year.
- Repeated violations of this policy:** Students may be subject to additional disciplinary action, consistent with the Code of Conduct.

Personal Property

It is upsetting both for students and school staff when valuable personal items, such as jewelry, toys, or electronics, are lost or stolen at school. We strongly encourage families to be sure that children do not bring valuable items to school.

If such items cause disruption, the School-Based Rules may allow staff to take the property away from the student while at school. The School-Based Rules also may state that certain items should not be brought to school in the first place.

We make every effort to return all personal property to the student or parent. However, we cannot be responsible for replacing lost or stolen property, or compensating the family for the value of that property.

Report Cards

Schools issue report cards at the end of each marking period. In general, elementary schools and grades K–5 in K–8 schools have three marking periods. Most middle schools, grades 6–8 in K–8 schools, and high schools have four marking periods. You will find the marking periods for 2015-2016 inside the back cover of this Guide. A School Site Council may request a different marking period schedule from the one established by the central office.

Usually, students bring their report card home for their parent or guardian to sign. Students then bring it back to the teacher. Some schools give out report cards at Open House or parent-teacher conferences.

In the middle of each marking period, schools must send warning notices home with students who are in danger of failing.

To find out how your child is progressing, call the school to schedule a parent-teacher conference. The BPS Welcome Centers can advise you on how to have a successful meeting with your child's teacher. They are listed on page 5. Also see page 10, "Preparing for a Productive Parent-Teacher Conference."

Families can also monitor their child's academic progress online through the district's SIS (Student Information System) Family Portal. Visit the BPS website for details, bostonpublicschools.org/Domain/192. More information also will be available at your school.

Athletics

There are many opportunities for BPS middle school and high school students to participate in athletics. BPS Athletics is a member of the Massachusetts Interscholastic Athletic Association, and its athletic programs must comply with all MIAA rules. To participate, every student-athlete must successfully pass a physical examination within 13 months before the start of each sport season, have a signed parental consent form, and maintain a qualifying grade point average (GPA).

Massachusetts law requires all student-athletes and their parents, as well as coaches, athletic directors, school nurses and physicians, to learn about the consequences of head injuries and concussions through training programs and written materials. Parent volunteers and parents/guardians of students who participate in any extracurricular athletic activity will receive more information from their school. The text of the law can be found at: www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXVI/Chapter111/Section222.

More information on BPS athletics is available at schools and on the BPS website, bostonpublicschools.org/athletics.



School Cancellations

On occasion, the BPS may need to close school because of bad weather or an emergency situation. We communicate cancellation information in these ways:

- Automated telephone calls to students' homes
- Major radio and television stations, beginning at 5:30 a.m.
- City Storm Center 617-635-3050
- BPS Central Office 617-635-9000
- BPS website www.bostonpublicschools.org
- City of Boston website www.cityofboston.gov/snow ★
 - ★ Sign up to be notified of snow emergencies, parking bans, and school cancellations by phone or e-mail.

Whatever our decision regarding school opening, the parent should make the final decision on whether it is safe for their child to go to school. If a parent decides to keep a child home because of safety concerns, the absence will be excused when the parent sends a note. (Please see page 14, "Promotion Policy: Attendance.")

- **If schools are closed:** The day will be made up at the end of the school year.
- **If bad weather develops during the school day:** Dismissal will be at the regular time.
- **After-school programs:** When school is cancelled, all after-school programs in BPS schools, BPS athletic events, and evening classes and events are also cancelled.

By state law, the school year for students must be 180 days. Under the Boston Teachers Union contract, the last day of school must be no later than June 30. If necessary, we will adjust the BPS calendar to comply with these requirements. You will receive information from your child's school.

BPS Policies:

Student Engagement and Governance

Every Boston public middle and high school (including district schools, exam schools, and alternative, pilot and in-district charter schools) must have a written student engagement policy documenting opportunities for students to take leadership roles within classrooms and the broader school community. As part of this policy, each school must have a functioning and engaged **student government**. Student leaders in this body serve as advisors, researchers, and participants in the decision-making process at the school and district level.

The student government should reflect the diversity of the students in the school in terms of race/ethnicity, gender, grade level, educational program (e.g., general, special and bilingual education), and other factors. The number of participants depends on the size of the school. The recommendation is 10-15 students. Small Learning Communities (SLCs) are also encouraged to develop their own student governments, with two representatives from each SLC forming the school-wide student government.

The principal/headmaster, with student input, should appoint one or more faculty advisors to oversee each student government. Every headmaster is responsible for ensuring that the student government is established no later than October 11.

The Boston Student Advisory Council (BSAC) is a citywide body of student leaders representing their respective high schools. BSAC is the primary vehicle for youth engagement in the BPS and serves as the voice of students to the Boston School Committee. BSAC representatives offer perspectives on school reform efforts and inform their respective schools about relevant citywide school issues. BSAC also ensures that students are included in decision and policy making that impacts their lives and educational experiences. See Superintendent's Circular FAM-06.

BPS students have many **rights and responsibilities** in addition to those described in this guide. The BPS Code of Conduct (see page 44) includes a complete list. You can also learn about student rights and responsibilities at this website:

➔ www.bostonstudentrights.org

School Uniforms

The Boston Public Schools does not have a districtwide school uniform. However, it does have a School Uniform Policy. Under the policy, each School Site Council must choose one of three options:

- no school uniform;
- voluntary uniform or dress code; or
- mandatory (required) uniform or dress code.

Even if your child's school has a mandatory uniform policy, you have the right not to participate. To do this, send a letter to the principal stating why your child is not participating. School staff must allow students who are not wearing uniforms to attend school.

Care of Books and Other Materials

Our schools supply students with the textbooks and other materials they need for school, free of charge. Textbooks and library books are owned by the BPS.

Most textbooks now in use in our schools are in good condition. New books are purchased each year as needed. Students are expected to return them in good condition. All textbooks that are taken home by students should be covered.

If a student damages or loses a book or other school property, the student or parent may have to pay for a replacement. Families should be aware that many textbooks are very expensive.

Wellness Policy

The federal government requires all school systems receiving funding for the National School Meals Program to have a District Wellness Policy. Under this policy, every school in the district must have a School Wellness Council, which creates an annual Wellness Action Plan. The plan should include steps to promote health education, healthy snacks and drinks, and physical activity. We encourage parents to learn about and be part of the wellness activities at their child's school. Ask the principal or School Wellness Council how your school is implementing the Wellness Policy. For more information, contact the BPS Health and Wellness Department, 617-635-6643.

Drinking Water Availability

By law, schools must make drinkable water available to all students during the school day at no cost. All schools offer water fountains or water dispensers, including in the cafeteria or in areas where students eat during mealtimes. For more information about water availability, contact the Health and Wellness Department, 617-635-6643.

Tobacco-free Environment Policy

The possession, use and display of all tobacco products and paraphernalia is prohibited on school property, and within 50 feet of school property at all times, and also at all school-sponsored, off-campus activities. "School property" includes school buildings, offices, warehouses, athletic fields, school buses and vehicles, parking lots, sidewalks/walkways, and any other property under BPS jurisdiction. This policy applies to all individuals, including school staff and visitors. Violators may be subject to a fine. Students who violate the policy will be subject to discipline as outlined in the Code of Conduct and/or school handbook. See Superintendent's Circular SHS-18 for the complete policy.

More Resources for Families



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“No Child Left Behind”

The Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), is the largest federal program funding elementary and secondary education in the United States. NCLB has brought many important changes to the way schools operate. For example, NCLB:

- insists on high expectations and high standards for all students
- holds schools responsible for results
- promotes teaching methods that have been proven to work
- gives parents greater choices
- has many rules that help parents take a strong role in their children’s education.

There are ten education programs, or “titles,” that make up NCLB. The biggest is Title I. The Title I program gives funds to schools serving low-income students to help them provide the best education for their students. All Boston public schools receive Title I funds.

In exchange, schools are expected to meet goals for teaching all students to state standards and to make strong efforts to involve parents in their children’s education. In fact, NCLB states that parents are key partners in helping their children succeed in school and in helping schools improve.

This section of the *Guide to the Boston Public Schools* explains the different parts of NCLB and spells out your rights as a parent. It covers these topics:

- School Accountability
- School and District Report Cards
- Teacher Quality
- Parent Engagement Policy



- Home-School Compact
- Quality School Plan
- English Language Learners
- Unsafe School Choice Option.

The Obama administration has a plan to replace NCLB with a new Elementary and Secondary Education Act (ESEA). The plan calls for better access to high-quality pre-school, encourages innovation, and advances equity and access to resources and opportunities. ESEA is going through reauthorization with the U. S. Congress now.

NCLB and School Accountability

Under NCLB, public schools (including charter schools) in every state are required to give yearly, statewide tests to measure how much improvement the students have made over the year. In Massachusetts, the statewide test is MCAS — the Massachusetts Comprehensive Assessment System. Public schools in Massachusetts measure school improvement based on the school’s progress toward the goal of cutting proficiency gaps in half by 2017. Proficiency gaps are the differences among groups of students scoring at the “proficient” level on MCAS. The groups are by race/ethnicity, English language learners, students with disabilities, and low income. Students who score at the “proficient” level demonstrate a solid understanding of challenging subject matter and can solve a wide variety of problems.

Based on their MCAS results, districts and schools are placed in one of five “accountability and assistance levels.” Level 1 schools are the highest performing schools. Level 3 and 4 schools are in

the bottom 20% in school performance. These schools receive additional supports, which may include a longer school day and free after-school tutoring in some schools, to help them improve.

Level 5 schools are “chronically under-performing” schools. They have been taken over by the Mass. Department of Elementary and Secondary Education because they have not improved sufficiently even after receiving extensive resources. There are four Level 5 schools in the state, including the Dever and UP Academy Holland elementary schools in Boston.

- ▶ *If the Massachusetts Board of Elementary & Secondary Education votes to adopt the PARCC tests in fall of 2015, PARCC will replace MCAS in grades 3-8 in English language arts and math. Please see page 16 for more information.*

School and District Report Cards

Each year, all states and school districts must distribute report cards for each school. These report cards are different from the report cards that tell you how well your child did in school.

What does the report card include?

Under NCLB, the **School Report Card** must tell you:

- how many teachers are highly qualified (that is, trained and certified) to teach what they are teaching
- how well students in your child's school did on the last round of MCAS tests for English language arts and math
- how different groups did on MCAS:
 - males and females
 - students from different racial and ethnic groups
 - students eligible for free and reduced lunch
 - students with limited English proficiency
 - students in special education classes
 - migrant students
- the percentage of students in each subgroup that took the MCAS tests
- how the school district and the state did overall on the MCAS tests
- attendance rates
- graduation rates for high schools.

The **District Report Card** must also include information on:

- how all the different groups of students did on MCAS compared to the average of all students in the state
- results from state and national NAEP reading and math assessments
- NAEP participation rates for students with disabilities and students who are limited English proficient.

Why are school and district report cards important?

These report cards give parents information to help them make decisions about their child's education before the next school year.

How and when do I get a copy of my child's school and district report cards?

Schools must send school report cards to parents, either by mail or by giving them to the students to take home. Schools must give parents district and school report cards if they ask for them. They are also available in BPS Welcome Centers and on the BPS website.

Where can I get help reading my child's school and district report cards?

The report cards should be family-friendly and give information in an easy-to-understand way. Ask the school principal if you do not understand something on the report card.

NCLB and Teacher Quality

Under NCLB, all school districts must make sure that all teachers in core academic subjects are "highly qualified." The core academic subjects are mathematics, science, reading, history, English language arts, foreign languages, economics, civics and government, geography, and the arts. Teachers who are not teaching core subjects do not have to be highly qualified.

What does highly qualified mean?

"Highly qualified" means that your child's teacher must:

- have a bachelor's degree
- have full state teacher's certification or teacher's license
- be able to prove that they know each subject they teach.

Under NCLB, Title I schools may only hire new teachers if they are highly qualified. Even teachers who have been teaching for many years may need to receive ongoing training to meet the standard for being highly qualified.

What can you find out about your child's teachers' qualifications?

You have the right to know about the qualifications of the teachers in your school, and specific information about your child's teachers. Schools must have information about teacher quality on site, and they must give you this information if you ask for it. Some schools may ask you to request the information in writing.

You can find out:

- if the teacher meets the state teaching standards for the grades and subjects he or she teaches
- if the teacher is teaching under emergency status because of special circumstances
- what the teacher's major in college was
- if the teacher has any advanced degrees and in what areas of study
- if paraprofessionals are providing services to your child and, if so, what their qualifications are.

Once a year, the school district must tell you how many teachers in your child's school are highly qualified. This information will be part of your child's school report card. (Please see "School and District Report Cards" on this page.)

NCLB and Teacher Quality (continued)

What does NCLB say about paraprofessionals?

Paraprofessionals are adults who provide support to teachers and parents. All paraprofessionals who support teachers in Title I schools must have at least two years of college or pass a test given by the school district.

Paraprofessionals working as translators and in parent engagement programs do not have to meet this requirement.

Will I be notified if my child's teacher is not highly qualified?

Under NCLB, your child's principal must tell you if your child's teacher is not highly qualified. The principal must also tell you if your child has a substitute teacher for more than four weeks in a row who is not highly qualified. Principals notify parents about long-term substitutes during the fifth consecutive week of service.

NCLB and Parent Engagement Policy

Parents are important to their children's success in school. Under NCLB, Title I schools must have a written **Parent Engagement Policy**, developed with and approved by parents. This policy should spell out how parents will be involved as partners in their children's education. This plan should be reviewed every so often as parents' concerns change. Parents should be included in developing, reviewing, and evaluating the policy.

What information is in the Parent Engagement Policy?

NCLB says that the policy must cover three main areas:

(1) policy development, (2) shared responsibility for student success, and (3) the ability of educators and parents to work together to help all students meet learning goals.

- **Policy development.** The policy must say how parents will be involved in developing the school's Parent Engagement Policy. It should describe how parents will give input and approval for the policy and the Title I program plan. For example, there should be a plan for consulting parents on major decisions about how to use Title I money. This policy should say how the school will support parents to attend important meetings about Title I, such as by providing transportation, food, and child care.
- **Shared responsibility.** The policy must include a copy of a **Home-School Compact** that says how the school will work with parents to help students improve academically. The policy should give the goals of the compact. It should also say how parents and the school will create the compact together. (For more details on the compact, please see page 59, "NCLB and the Home-School Compact.")
- **Skills and knowledge of educators and parents.** The policy should address the training and information needs of parents and educators. Parents should have a chance to learn about:
 - the standards and specific learning goals students are expected to meet
 - how student progress is measured

- how students will be assessed
- how parents can work with teachers to improve their children's achievement
- the materials and training opportunities available to help parents work with their children.

Staff should have a chance to learn about the importance of including parents as equal partners. Whenever possible, parents should be part of staff training sessions.

Who writes the policy?

Schools must involve parents in writing the Parent Engagement Policy. Your child's school will hold a meeting at the beginning of the school year to get your input.

How can I get a copy of my child's school's Parent Engagement Policy?

Ask your child's principal or the school's parent liaison for a copy of the policy. The policy should be easy to understand. If you need help to understand the policy, ask your child's principal. The policy is translated into other languages besides English.

How can I get involved in writing my child's school's Parent Engagement Policy?

The school must explain the Title I program at an annual meeting—often called an Open House—for parents. Most schools hold their Open House early in the school year. The school must let parents know that they have the right to be involved and let them know how they can be involved in the school as a whole, and in writing the Parent Engagement Policy. If you cannot attend this meeting, your involvement still matters—to your child and the school. Call the principal and ask how you can participate.

NCLB and the Home-School Compact

Every Title I school must have a **Home-School Compact**. It describes how the school and parents will build a partnership to help students succeed academically. It lays out how the school will meet the needs of its students, and the roles and responsibilities of parents and students. It serves as the basis for a written agreement between individual students, their parent/guardian, and the school. The parent/guardian, the student, the student's teacher, and the school principal all sign the agreement.

What does the compact include?

The compact includes all the responsibilities and tasks that parents, students, teachers, and the principal agree to do to help students learn. Compacts are different at each school.

The compact must say how the school will provide high-quality, effective teaching to help all students succeed academically. It should cover what the school will do to:

- make sure that all teachers are highly qualified
- provide high quality instruction to all students
- monitor the progress of all children
- make certain that all students get challenging work and high-quality instruction
- report to families more than once a year on how the school is helping students make progress

- create ways for parents and teachers to be in good working relationships
- make sure that teachers report to parents often on their children's progress
- make sure that parents have reasonable access to school staff
- make sure families get the information, materials, and training they need to help students with complex subjects such as math and science
- provide parents with resources, such as transportation and child care, so they can participate in school events.

The compact should also say what is expected of parents and students. For example, it might include:

- make sure all homework assignments are complete
- spend time reading at home
- to the extent possible, avoid tardiness and absences
- show respect for school staff.

How can I get a copy of the Home-School Compact?

You should receive a copy to sign at the beginning of the school year. You can also request a copy from your school.

Quality School Plan

A **Quality School Plan (QSP)** is the plan that your child's school has in place to guide teaching and learning for the school year. The plan says what the school is doing to make sure all students are promoted to the next grade or graduate.

The QSP is also the school's Title 1 Schoolwide Project Plan and must meet all the Title 1 requirements.

What does a QSP include?

The QSP includes:

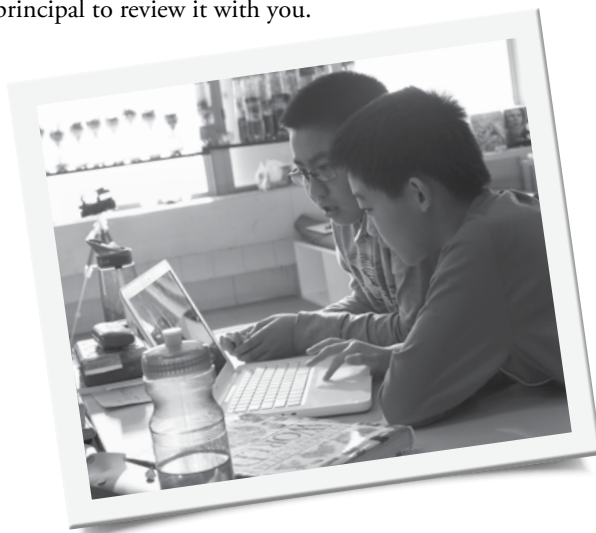
- a needs assessment that includes achievement data
- instructional goals and strategies
- school reform strategies
- student support strategies to help struggling learners
- how the school will include parents in their children's learning
- the training that teachers will get to help them do a better job
- how the school can make the best use of all its resources
- how student test score information will be used to improve teaching
- what type of support is best for students
- what the school will do to close performance gaps among groups of students
- the school's budget for local funds and for all the school's grants
- the school's plan for wellness efforts, called the Wellness Action Plan.

How can I look at my child's school's QSP?

You are welcome to read it at the school.

Schools should have summaries of their plan to give parents and others who want to know the school's plans. Schools should translate their summaries for the major language groups in their school.

If you need help understanding your child's school's QSP, ask the principal to review it with you.



NCLB and English Language Learners

NCLB says that if you are the parent of an English language learner (ELL), you can expect that:

- Your child’s level of English in terms of listening, speaking, reading and writing will be tested, and you will be told of the results.
- If the Boston Public Schools thinks that your child should be in a program to learn English, you have the right to choose the program you think best. Please see pages 24-25, “English Language Learners,” for information on the different ELL programs offered in the BPS. Regardless of program placement, your child should receive ESL instruction and core content instruction by qualified teachers.
- ELL programs for students with disabilities should meet the needs of their Individualized Education Programs (IEPs) as well as their English language learning needs.
- In addition to learning English, your child should be taught the same grade-level content and be held to the same challenging academic standards as all children in mathematics, history, science, and other subjects.
- You will be informed of the ELL program’s exit criteria and will be informed when your child is recommended to leave the program.
- The information you get should be easy to understand. As much as possible, you should receive information in the language you prefer and understand best.



NCLB and the Unsafe School Choice Option

The NCLB unsafe school choice option allows parents to:

- remove a child from a school (elementary or secondary school) that is designated as “unsafe or persistently dangerous”
- remove a child from a school (elementary or secondary school) if he or she is:
 - a victim of a serious physical and/or emotional assault
 - a victim of an assault with a dangerous weapon (including but not limited to a gun or a knife)
 - a victim of a violent criminal offense while on school property, on a school bus, or at a school-sponsored activity.

What is an unsafe or persistently dangerous school?

Currently, no Boston Public Schools are designated as unsafe schools.

In Massachusetts, an unsafe or persistently dangerous school is a school where, for three or more years in a row:

- one or more students have been expelled for bringing a firearm to school, or
- the number of students who have been expelled from the school for weapons, physical assaults, or violent crimes for more than 45 days is more than 1.5% of the total number of students in the school.

How will I know if a school is considered unsafe?

Parents will be notified if the school has been identified as unsafe. You can also ask your child’s principal or headmaster.

What can I do if my child feels unsafe at school?

To request a safety transfer, the parent/guardian must complete and sign the “Safety Transfer Request Form” and submit it to the headmaster, principal, or program director for review and recommendation. Contact the headmaster or principal for more information.

Please see page 40, “Student Safety and Emergencies.”

Organizations that Provide Parent Training and Professional Development

Organization	Website and Phone	Type of Training Available
Action for Boston Community Development (ABCD)	bostonabcd.org 617-348-6000	A range of resources for families in Boston, including Head Start, youth programs, job training skills, and housing.
American Student Assistance College Planning Centers	asa.org/plan/centers 617-536-0200	Free help for people of all ages with planning and paying for college and other career-building programs. Located at the Boston Public Library, Copley Square, Asian-American Civic Center (Chinatown), Harborside Community Center (East Boston), and these branch libraries: Codman Square, Egleston Square, Hyde Park, and South Boston.
Boston After School & Beyond and BOSTONavigator	bostonbeyond.org bostonnavigator.org 617-345-5322	Help for parents and caregivers in finding after-school and summer programs in Boston neighborhoods, plus other information related to caring for children during out-of-school time. BOSTONavigator.org lists more than 1,500 programs that run after school, before school, on weekends, and during the summer.
BEST Initiative (Building Exemplary Systems of Training for Youth Workers)	youthworkcentral.org 617-451-0049 TTY 617-451-0007	Works to improve youth workers' skills and access to professional development opportunities. Offers a Youth Worker Certificate program. BEST Initiative is a program of Health Resources in Action.
Boston Career Link	bostoncareerlink.org 617-541-1400	One-stop career center, workforce development, employment services.
Boston Centers for Youth and Families (Community Centers)	cityofboston.gov/bcyf 617-635-4920	Programs and services for infants, children, youth, and adults of all ages. Education and recreation programs that are enriching and fun in every neighborhood of Boston.
Boston Chinatown Neighborhood Center	bcnc.net 617-635-5129 x 1035	After-school, art and enrichment, youth development, adult ESL programs. Family Services Program that includes parent workshops, classes and individualized support. Support for parents whose children have special needs or are in special education. Services provided in the native dialects of Chinese.
Boston Parent Organizing Network (BPON)	bpon.org 617-522-2766	A citywide initiative focused on organizing parents and communities to work toward improving the Boston Public Schools.
Boston Partners in Education	bostonpartners.org 617-451-6145	Training for volunteers to work with BPS students on reading, writing and math, social and study skills, speaking skills; to close the achievement gap and improve MCAS scores; and to build self-confidence.
BPS Adult Education	boston.k12.ma.us/adulted/home.html 617-635-9300	Programs to help Boston residents acquire basic literacy and academic skills. Alternative routes to a high school diploma or GED to give adults, dropouts, and high school students a second chance to succeed.
BPS Family Literacy Program/Adult Learning Center	boston.k12.ma.us/adulted/Family_Literacy_Program.html 617-635-9300	Classes for parents of school-age children, including ESL, literacy, and math, from basic level to GED preparation, plus parenting skills curriculum. Workshops for parents and children, computer instruction, and counseling available.
BPS Office of Engagement	bpsfamilies.org 617-635-7750 617-635-9660	Support to (1) ensure that families have access to the information necessary to choose the right school for their child; (2) engage families, students, and the community in policy and decision-making at the school and district level; and (3) build effective partnerships focused on student learning and school improvement.
BPS Parent University	bpsfamilies.org/parentuniversity 617-635-1683 617-635-7750	Free classes to help BPS parents increase their understanding of how children learn and develop; what their children should be learning; how to help their children succeed; and how to bring other parents together to work for school improvement. Classes on a variety of topics, such as financial management, health and wellness, English as a Second Language (ESL), and computer literacy.
BPS Special Education and Student Services	617-635-8599	Services for students with and without disabilities and support for families, including counseling, homeless students, and more.
BPS Special Education Parent Advisory Council	617-297-7335	Support, training, and advocacy for families of BPS students in special education programs.

Organizations that Provide Parent Training and Professional Development (cont.)

Organization	Website and Phone	Type of Training Available
BPS Title 1 Training Center for Families and Staff	617-635-7750	Opportunities for parent and staff training and involvement, including workshops about the Boston Public Schools, Parent University, and services available through Title I funding.
Child Care Choices of Boston	childcarechoicesofboston.org 617-348-6641	Information and resources about licensed day care centers and providers and after-school programs in Boston. Training to help early childhood professionals obtain and maintain a Child Development Associate (CDA) credential.
Children's Services of Roxbury	csrox.org 617-445-6655 (English/Spanish)	Social service programs serving low-income children, families, and adults throughout Massachusetts, including Intensive Foster Care, Adoption, Family Stabilization & Support (FSS), Parent Mentor, Massachusetts Families for Kids (MFFK), and programs for homeless individuals and families.
City Connects	bc.edu/schools/lsoe/cityconnects/ 617-552-4231	City Connects, run by Boston College, works with more than 200 community partners to connect families in several BPS schools to family services, obtain consent for services, secure funding and transportation, help with language barriers, and provide basic needs such as housing and clothing.
Citywide Parent Council (CPC)	617-635-9210	Advocates for quality education for all Boston Public Schools students. Technical assistance, advocacy services, training, support, and resources for BPS parents.
Countdown to Kindergarten	countdowntokindergarten.org 617-635-6816	Information to help children and families all over the city get ready for kindergarten. Countdown "Play to Learn" groups for pre-kindergarten children bring together parents, children, and an early childhood professional to build a community of peers for support, foster nurturing behaviors, help families access other needed services, and model developmentally appropriate practice.
Dudley Street Neighborhood Initiative (DSNI)	dsni.org 617-442-9670	Information for parents, families, residents, and partner organizations about upcoming education-related meetings, training, conferences, and hearings that affect families in the Dudley Street neighborhood.
East Boston Ecumenical Community Council	ebecc.org 617-567-2750 (English/Spanish)	Support for Latino immigrants of all ages through education, services, advocacy, community organizing, and leadership development.
EDCO Collaborative	edcollab.org 617-738-5600	Full academic program, counseling and support services, and part-time employment for school dropouts, non-attendees, and other at-risk students.
Families First	families-first.org 617-868-7687	Parenting programs for parents from a wide range of backgrounds and life circumstances, at many locations in and around Boston. Emphasis on discipline, self-esteem, and communication. Parenting tips and strategies on their website.
Family Nurturing Center of Massachusetts	familynurturing.org 617-474-1143	Support for families from birth to adolescence to help them raise their children in a nurturing environment. Welcome Baby newborn outreach, parent/child home visits, play groups for children and their parents/caregivers together, intensive Nurturing Parenting programs, and connection to community services.
Federation for Children with Special Needs	fcsn.org 1-800-331-0688	Information, training, and referrals for families relating to special education, health care advocacy, early intervention to support parents of children with disabilities. Free hotline for families who need help with student IEPs.
Freedom House	freedomhouse.com 617-445-3700	Many programs that promote educational excellence and leadership development for young people in Boston's high-needs neighborhoods, with a goal of graduating more young people from college.
Health Resources in Action	hria.org 617-451-0049	Information and tools to help individuals, professionals, community groups, coalitions, and organizations working to improve the health of their community. Youth and peer leadership programs that focus on youth empowerment.
Hyde Square Task Force	hydesquare.org 617-524-8303 (English/Spanish)	Educational programs and community organizing for youth and adults of the Hyde Square/Jackson Square area of Jamaica Plain/Roxbury. Tutoring and enrichment activities to improve students' academic performance, particularly in language and literacy; after-school programs; college preparation.

Organizations that Provide Parent Training and Professional Development (cont.)

Organization	Website and Phone	Type of Training Available
La Alianza Hispana	laalianza.org 617-427-7175 (English and Spanish)	Family support services, English language learning, adult and elder services, adult education and job training, after-school program
Massachusetts Advocates for Children	massadvocates.org 617-357-8431 (English and Spanish)	Support for community organizing among parents, faith-based organizations, community leaders and others to ensure the educational equity and excellence for all children in Massachusetts, especially the most vulnerable.
Massachusetts Society for the Prevention of Cruelty to Children (MSPCC)	mspcc.org 617-983-5850	Family support and counseling; support for grandparents raising their grandchildren and kin raising kin through the KINnections program by providing information, resources, advocacy, support groups, trainings and workshops, along with family centered activities and programs.
Parents Forum	parentsforum.org 617-864-3801	Networking, support groups and workshops (in English and Spanish) to help parents of toddlers through young adults become more confident and competent in managing the challenges, crises and conflicts of family life. Workshops in Roxbury and other locations.
Project B.I.N.D. (Boston Inclusion Network for Disabilities)	bgcdorchester.org/programs/ project-bind/ 617-288-7120	After-school programs for children with disabilities, offering full inclusion in community activities, located in Dorchester Boys & Girls Clubs; general advocacy and support for families.
Project Hope	prohope.org 617-442-1880	Multi-service agency providing low-income women with children with access to education, jobs, housing, and emergency services.
ReadBoston	readboston.org 617-918-5286 Hotline: 617-635-READ	Family and school-based literacy programs to ensure that all children in Boston are fluent readers by the end of grade 3. Parent workshops, funds for lending libraries, help with home reading programs, school-based parent liaisons.
Team BPS	bostonpublicschools.org/ teambps 617-635-6751	A volunteer network of goodwill ambassadors for Boston Public Schools (BPS). Made up of parents, alumni, educators and community partners, Team BPS helps to shine a positive light on the good work happening in BPS schools. Ambassadors also help with activities that celebrate our students, strengthen our schools, and improve our district.
Tech Goes Home	techgoeshome.org 617-635-2822	Technology training for families, children/youth, adults, seniors, non English-speakers, and people with disabilities, mostly low-income. Areas of focus: computer skills, effective communication, Internet resources, job search resources, financial literacy. Opportunities to buy a computer for a very low price and sign up for low-cost home Internet service.
Thrive in 5	thrivein5boston.org 617-624-8005	A partnership between the City of Boston and United Way to ensure children are ready for success in school and in life. Thrive in 5 works with community partners to support parents and caregivers as their children's first teacher and advocate; develop and strengthen skills, abilities, and resources for quality early education and care; and provide early childhood developmental screening for all of Boston's children to help them stay on track.
Urban League of Eastern Massachusetts	ulem.org 617-442-4519	Programs aimed at building stronger communities and creating a better future for individuals by providing local residents with education, job training and placement at no cost.
Urban Partnership Resources & Information on Disability and Education (Urban PRIDE)	urbanpride.org 617-206-4570	Direct support for families of children and young adults with disabilities ages birth-22. Training and leadership activities to help families understand their rights under special education laws, to navigate the special education process, and to prepare for IEP and transition planning meetings.
WAITT House	waitthouseinc.org 617-445-5510	Adult literacy services for beginners. Reading, writing, computer, and math classes for those who have their high school credentials and would like to transition to college, skills training program, or employment. Transitional services for ESOL learners to advance in Adult Basic Education, Adult Diploma, College, Employment, and Skills Training programs. Career awareness, financial literacy, and computer literacy.

Directory of Boston Public Schools

Elementary and Kindergarten–Grade 8 (K–8) Schools

Adams Elementary School

Hannah Irvin, Principal
165 Webster Street, East Boston 02128
617-635-8383
adams@bostonpublicschools.org

Alighieri Montessori School

Glenda Colón, Interim Principal
37 Gove Street, East Boston 02128
617-635-8529
alighieri@bostonpublicschools.org

Baldwin Early Learning Pilot Academy

Tavia Mead, Principal
121 Corey Road, Brighton 02135
617-635-8409
nzclc@bostonpublicschools.org

Bates Elementary School

Andrew Vega, Interim Principal
426 Beech Street, Roslindale 02131
617-635-8064
bates@bostonpublicschools.org

Beethoven Elementary School (K1-2)

Edward Puliafico, Principal
5125 Washington Street, West Roxbury 02132
617-635-8149
beethoven@bostonpublicschools.org

Blackstone Elementary School

Danielle Morrissey, Principal
380 Shawmut Avenue, Boston 02118
617-635-8471
blackstone@bostonpublicschools.org

Boston Teachers Union School

Lindsay Chavez and Betsy Drinan, Teacher Leaders
25 Walk Hill Street, Jamaica Plain 02130
617-635-7717
btuschool@bostonpublicschools.org

Bradley Elementary School

Linda Manzo, Principal
110 Beachview Road, East Boston 02128
617-635-8422
bradley@bostonpublicschools.org

Channing Elementary School

Carline Pignato, Principal
35 Sunnyside Street, Hyde Park 02136
617-635-8722
channing@bostonpublicschools.org

Chittick Elementary School

Michelle Burnett-Herndon, Principal
154 Ruskindale Road, Mattapan 02126
617-635-8652
chittick@bostonpublicschools.org

Clap Innovation School

Chi Nguyen, Principal
35 Harvest Street, Dorchester 02125
617-635-8672
clap@bostonpublicschools.org

Condon Elementary School

Robert Chisholm, Principal
200 D Street, South Boston 02127
617-635-8608
condon@bostonpublicschools.org

Conley Elementary School

Joseph Foley, Principal
450 Poplar Street, Roslindale 02131
617-635-8099
conley@bostonpublicschools.org

Curley K–8 School

Katherine Grassa, Principal
40 Pershing Road, Jamaica Plain 02130
617-635-8239
curley@bostonpublicschools.org

Dever Elementary School

Laura Miceli, Principal
325 Mt. Vernon Street, Dorchester 02125
617-635-8694
dever@bostonpublicschools.org

Dudley St. Neighborhood Charter School

Dawn Lewis, Principal
6 Shirley Street, Roxbury 02119
617-635-8507
dudleystreetschool@bostonpublicschools.org

East Boston Early Education Center

Olga Frechon, Principal
135 Gove Street, East Boston 02128
617-635-6456
ebostoneec@bostonpublicschools.org

Edison K–8 School

Samantha Varano, Interim Principal
60 Glenmont Road, Brighton 02135
617-635-8436
edison@bostonpublicschools.org

Eliot K–8 School

Traci Walker Griffith, Principal
K-4: 16 Charter Street, Boston 02113
5-8: 585 Commercial Street, Boston 02109
617-635-8545
eliot@bostonpublicschools.org

Ellis Elementary School

Cynthia Jacobs-Tolbert, Principal
302 Walnut Avenue, Roxbury 02119
617-635-8257
ellis@bostonpublicschools.org

Ellison/Parks Early Education School

Natalie Ake, Principal
108 Babson Street, Mattapan 02126
617-635-7680
ellison-parks@bostonpublicschools.org

Everett Elementary School

Karen Cahill, Principal
71 Pleasant Street, Dorchester 02125
617-635-8778
everett@bostonpublicschools.org

Gardner Pilot Academy

Erica Herman, Principal
30 Athol Street, Allston 02134
617-635-8365
gardner@bostonpublicschools.org

S. Greenwood K–8 School

Alexander Mathews, Principal
189 Glenway Street, Dorchester 02121
617-635-8710
sgreenwood@bostonpublicschools.org

Grew Elementary School

Christine Connolly, Principal
40 Gordon Avenue, Hyde Park 02136
617-635-8715
grew@bostonpublicschools.org

Guild Elementary School

Karen McCarthy, Principal
195 Leyden Street, East Boston 02128
617-635-8523
guild@bostonpublicschools.org

Hale Elementary School

Sandra Mitchell-Woods, Principal
51 Cedar Street, Roxbury 02119
617-635-8205
hale@bostonpublicschools.org

Haley K-8 Pilot School

Kathleen Sullivan, Principal
570 American Legion Highway, Roslindale 02131
617-635-8169
haley@bostonpublicschools.org

Harvard/Kent Elementary School

Jason Gallagher, Principal
50 Bunker Hill Street, Charlestown 02129
617-635-8358
harvard-kent@bostonpublicschools.org

Haynes Early Education Center

Donette Wilson-Wood, Principal
263 Blue Hill Avenue, Roxbury 02119
617-635-6446
haynesec@bostonpublicschools.org

Elementary and K–8 Schools (continued)

Henderson K-12 Inclusion School

Patricia Lampron, Principal
K-4: 1669 Dorchester Avenue, Dorchester 02122
5-12: 18 Croftland Ave., Dorchester 02124
617-635-8725
henderson@bostonpublicschools.org

Hennigan School (K-6)

Maria Cordon, Principal
200 Heath Street, Jamaica Plain 02130
617-635-8264
hennigan@bostonpublicschools.org

Hernández K–8 School

Ana Tavares, Principal
61 School Street, Roxbury 02119
617-635-8187
hernandez@bostonpublicschools.org

Higginson School (K0-2)

Marie Mullen, Principal
160 Harrishof Street, Roxbury 02119
617-635-8909
higginson@bostonpublicschools.org

Higginson/Lewis K–8 School

Darlene Ratliff, Principal
131 Walnut Avenue, Roxbury 02119
617-635-8137
higginsonlewis@bostonpublicschools.org

Holmes Elementary School

Yeshi Gaskin Lamour, Principal
40 School Street, Dorchester 02124
617-635-8681
holmes@bostonpublicschools.org

Hurley K–8 School

Marjorie Soto, Principal
70 Worcester Street, Boston 02118
617-635-8489
hurley@bostonpublicschools.org

Jackson/Mann K–8 School

Andy Tuite, Principal
40 Armington Street, Allston 02134
617-635-8532
jackson-mann@bostonpublicschools.org

J. F. Kennedy Elementary School

Waleska Landing-Rivera, Principal
7 Bolster Street, Jamaica Plain 02130
617-635-8127
jkennedy@bostonpublicschools.org

P. J. Kennedy Elementary School

Walter Henderson, Principal
343 Saratoga Street, East Boston 02128
617-635-8466
pkennedy@bostonpublicschools.org

Kenny Elementary School

Emily Bryan, Principal
19 Oakton Avenue, Dorchester 02122
617-635-8789
kenny@bostonpublicschools.org

Kilmer K–8 School

Jennifer Cramer, Principal
K-3: 35 Baker Street, West Roxbury 02132
617-635-8060
4-8: 140 Russett Road, West Roxbury 02132
617-635-6855
kilmer@bostonpublicschools.org

King K–8 School

Khita Pottinger, Principal
77 Lawrence Avenue, Dorchester 02124
617-635-8212
king@bostonpublicschools.org

Lee Academy (K0–1)

Amelia Gorman, Principal
25 Dunbar Avenue, Dorchester 02124
617-635-8618
leeacademy@bostonpublicschools.org

Lee K–8 School

Kimberly E. Crowley, Principal
155 Talbot Avenue, Dorchester 02124
617-635-8687
lee@bostonpublicschools.org

Lyndon K–8 School

Kathleen Tunney and Andre Ward,
Management Team
20 Mt. Vernon Street, West Roxbury 02132
617-635-6824
lyndon@bostonpublicschools.org

Lyon K–8 School

Deborah Rooney, Principal
50 and 95 Beechcroft Street, Brighton 02135
617-635-7945
lyon@bostonpublicschools.org

Manning Elementary School

Ethan d'Ablemont Burnes, Principal
130 Louder's Lane, Jamaica Plain 02130
617-635-8102
manning@bostonpublicschools.org

Mason Elementary School

Lauretta Lewis-Medley, Principal
150 Norfolk Avenue, Roxbury 02119
617-635-8405
mason@bostonpublicschools.org

Mather Elementary School

Rochelle Valdez, Principal
24 Parish Street, Dorchester 02122
617-635-8757
mather@bostonpublicschools.org

Mattahunt Elementary School

Genteen Lacet Jean-Michel, Principal
100 Hebron Street, Mattapan 02126
617-635-8792
mattahunt@bostonpublicschools.org

McKay K–8 School

Jordan Weymer, Principal
122 Cottage Street, East Boston 02128
617-635-8510
mckay@bostonpublicschools.org

Mendell Elementary School

Julia Bott, Principal
164 School Street, Roxbury 02119
617-635-8234
mendell@bostonpublicschools.org

Mildred Avenue School

Andrew Rollins, Principal
5 Mildred Avenue, Mattapan 02126
617-635-1642
mildredave@bostonpublicschools.org

Mission Hill K–8 School

Ayla Gavins, Principal
20 Child Street, Jamaica Plain 02130
617-635-6384
missionhill@bostonpublicschools.org

Mozart Elementary School

Erin Borthwick, Principal
236 Beech Street, Roslindale 02131
617-635-8082
mozart@bostonpublicschools.org

Murphy K–8 School

Courtney Sheppeck, Principal
1 Worrell Street, Dorchester 02122
617-635-8781
murphy@bostonpublicschools.org

O'Donnell Elementary School

C. Sura O'Mard, Principal
33 Trenton Street, East Boston 02128
617-635-8454
odonnell@bostonpublicschools.org

Ohrenberger School (3-8)

Naomi Krakow, Principal
175 West Boundary Road, West Roxbury 02132
617-635-8157
ohrenberger@bostonpublicschools.org

Orchard Gardens K–8 School

Megan Webb, Principal
906 Albany Street, Roxbury 02119
617-635-1660
orchardgardens@bostonpublicschools.org

Otis Elementary School

Paula Cerqueira-Goncalves, Principal
218 Marion Street, East Boston 02128
617-635-8372
otis@bostonpublicschools.org

Perkins Elementary School

Craig Martin, Principal
50 Rev. Burke Street, South Boston 02127
617-635-8601
perkins@bostonpublicschools.org

Perry K–8 School

Geoff Rose, Principal
745 E. Seventh Street, South Boston 02127
617-635-8840
perry@bostonpublicschools.org

Elementary and K–8 Schools (continued)

Philbrick Elementary School

Amy Sprott, Principal
40 Philbrick Street, Roslindale 02131
617-635-8069
philbrick@bostonpublicschools.org

Quincy Elementary School

Cynthia Soo Hoo, Interim Principal
885 Washington Street, Boston 02111
617-635-8497
quincy@bostonpublicschools.org

Roosevelt K–8 School

Lynda-Lee Sheridan, Principal
95 Needham Road (grades 2–8) and
30 Millstone Road (K1–1), Hyde Park 02136
617-635-8676
roosevelt@bostonpublicschools.org

Russell Elementary School

Tamara Blake-Canty, Principal
750 Columbia Road, Dorchester 02125
617-635-8803
russell@bostonpublicschools.org

P. A. Shaw Elementary School

Akosua Osei-Bobie, Principal
429 Norfolk Street, Dorchester 02124
617-635-8777
shaw@bostonpublicschools.org

Sumner Elementary School

Catherine MacCuish, Principal
15 Basile Street, Roslindale 02131
617-635-8131
sumner@bostonpublicschools.org

Taylor Elementary School

Jennifer Marks, Principal
1060 Morton Street, Mattapan 02126
617-635-8731
taylor@bostonpublicschools.org

Tobin K–8 School

Efrain Toledano, Principal
40 Smith Street, Roxbury 02120
617-635-8393
tobin@bostonpublicschools.org

Trotter K-8 School

Mairead Nolan, Principal
135 Humboldt Avenue, Dorchester 02121
617-635-8225
trotter@bostonpublicschools.org

Tynan Elementary School

Leslie Gant, Principal
650 E. Fourth Street, South Boston 02127
617-635-8641
tynan@bostonpublicschools.org

Umana Academy

Claudia Gutierrez, Interim Principal
312 Border Street, East Boston 02128
617-635-8481
umana@bostonpublicschools.org

UP Academy Dorchester

Lana Ewing, Principal
35 Westville Street, Dorchester 02124
617-635-8810
UPAcademyDorchester@bostonpublicschools.org

UP Academy Holland

Jabari Peddie, Principal
85 Olney Street, Dorchester 02121
617-635-8832
holland@bostonpublicschools.org

Warren/Prescott K–8 School

Michele Davis, Principal
50 School Street, Charlestown 02129
617-635-8346
warren-prescott@bostonpublicschools.org

West Zone Early Learning Center

Jean Larrabee, Principal
200 Heath Street, Jamaica Plain 02130
617-635-8275
wzelc@bostonpublicschools.org

Winship Elementary School

Mona Ford, Principal
54 Dighton Street, Brighton 02135
617-635-8399
winship@bostonpublicschools.org

Winthrop Elementary School

Leah Blake McKetty, Principal
35 Brookford Street, Dorchester 02125
617-635-8379
winthrop@bostonpublicschools.org

Young Achievers Science and Math K–8 School

Virginia Chalmers, Principal
20 Outlook Road, Mattapan 02126
617-635-6804
youngachievers@bostonpublicschools.org

Middle Schools

Dearborn STEM Academy

Please see page 67.

Edwards Middle School

Robert Rametti, Principal
28 Walker Street, Charlestown 02129
617-635-8516
edwards@bostonpublicschools.org

Frederick Pilot Middle School

Pauline Lugira, Principal
270 Columbia Road, Dorchester 02121
617-635-1650
frederick@bostonpublicschools.org

Henderson K-12 Inclusion School

Please see page 65.

Irving Middle School

Karin Kell Deyo and Harold Miller Jr., Co-principals
105 Cummins Highway, Roslindale 02131
617-635-8072
irving@bostonpublicschools.org

McCormack Middle School

Jose Duarte, Principal
315 Mt. Vernon Street, Dorchester 02125
617-635-8657
mccormack@bostonpublicschools.org

Quincy Upper School (6–12)

Please see page 67.

TechBoston Academy (6–12)

Please see page 67.

Timilty Middle School

Renee McCall, Principal
205 Roxbury Street, Roxbury 02119
617-635-8109
timilty@bostonpublicschools.org

UP Academy Boston

Mistie Parsons, Principal
215 Dorchester Street, South Boston 02127
617-635-8819
UPAcademy@bostonpublicschools.org

High Schools

Another Course to College

Michele Pellam, Headmaster
20 Warren Street, Brighton 02135
617-635-8865
acc@bostonpublicschools.org

Boston Adult Technical Academy

Benjamin Helfat, Headmaster
20 Church Street, Boston 02116
617-635-1542
adultacad@bostonpublicschools.org

Boston Arts Academy

Anne Clark, Headmaster
174 Ipswich Street, Boston 02215
617-635-6470
artsacademy@bostonpublicschools.org

Boston Community Leadership Academy

Brett Dickens, Headmaster
655 Metropolitan Avenue, Hyde Park 02136
617-635-8937
boston@bostonpublicschools.org

Boston Day and Evening Academy

Alison Hramiec, Headmaster
20 Kearsarge Avenue, Roxbury 02119
617-635-6789
evening@bostonpublicschools.org

Boston Green Academy

Matthew Holzer, Headmaster
20 Warren Street, Brighton 02135
617-635-9860
info@bostongreenacademy.org

Boston International High School

Tony King, Interim Headmaster
100 Maxwell Street, Dorchester 02124
617-635-9373
bihs@bostonpublicschools.org

Boston Latin Academy

Troy Henninger, Headmaster
205 Townsend Street, Dorchester 02121
617-635-9957
academy@bostonpublicschools.org

Boston Latin School

Lynne Mooney Teta, Headmaster
78 Avenue Louis Pasteur, Boston 02115
617-635-8895
latin@bostonpublicschools.org

Brighton High School

Emily Bozeman, Interim Headmaster
25 Warren Street, Brighton 02135
617-635-9873
brighton@bostonpublicschools.org

Burke High School

Linda McIntyre, Headmaster
60 Washington Street, Dorchester 02121
617-635-9837
burke@bostonpublicschools.org

Charlestown High School

William Thomas, Headmaster
240 Medford Street, Charlestown 02129
617-635-9914
charlestown@bostonpublicschools.org

Community Academy of Science and Health

Tanya Freeman-Wisdom, Headmaster
11 Charles Street, Dorchester 02122
617-635-8950
CASH@bostonpublicschools.org

Dearborn STEM Academy

Lisa Gilbert-Smith, Headmaster
60 Geneva Avenue, Dorchester 02121
617-635-8412
dearborn@bostonpublicschools.org

Dorchester Academy

Melissa Malone Sanjeh, Headmaster
11 Charles Street, Dorchester 02122
617-635-9730
dorchesteracad@bostonpublicschools.org

East Boston High School

Phillip R. Brangiforte, Headmaster
86 White Street, East Boston 02128
617-635-9896
eboston@bostonpublicschools.org

The English High School

Ligia Noriega-Murphy, Headmaster
144 McBride Street, Jamaica Plain 02130
617-635-8979
english@bostonpublicschools.org

Excel High School

Stephanie Sibley, Headmaster
95 G Street, South Boston 02127
617-635-9870
excel@bostonpublicschools.org

Fenway High School

Peggy Kemp, Headmaster
67 Alleghany Street, Roxbury 02120
617-635-9911
fenway@bostonpublicschools.org

Greater Egleston High School

Julie Coles, Headmaster
80 School Street, Roxbury 02119
617-635-6429
egleston@bostonpublicschools.org

Henderson K-12 Inclusion School

Please see page 65.

Kennedy Academy for Health Careers

Caren Walker Gregory, Headmaster
Grades 9–10: 10 Fenwood Road, Boston 02115
617-635-8450
Grades 11–12: 110 The Fenway, Boston 02115
617-373-8576
healthcareers@bostonpublicschools.org

Lyon High School

Jean-Dominique Anoh, Headmaster
95 Beechcroft Street, Brighton, MA 02135
617-635-8351
lyon@bostonpublicschools.org

Madison Park Technical Vocational High School (H)

Kevin McCaskill, Executive Director
Shawn Shackelford, Headmaster
75 Malcolm X Boulevard, Roxbury 02120
617-635-8970
madison@bostonpublicschools.org

Muñiz Academy

Dania Vázquez, Headmaster
20 Child Street, Jamaica Plain 02130
617-635-8198
munizacademy@bostonpublicschools.org

New Mission High School

Naia Wilson, Headmaster
655 Metropolitan Avenue, Hyde Park 02136
617-635-6437
newmission@bostonpublicschools.org

O'Bryant School of Math and Science

Nicole Gittens, Headmaster
55 Malcolm X Boulevard, Roxbury 02120
617-635-9932
obryant@bostonpublicschools.org

Quincy Upper School (6–12)

Richard Chang and Stephen Cirasuolo, Co-headmasters
152 Arlington Street, Boston 02116
617-635-8940
quincyupper@bostonpublicschools.org

Snowden International School at Copley

Eugene Roundtree, Headmaster
150 Newbury Street, Boston 02116
617-635-9989
snowden@bostonpublicschools.org

TechBoston Academy (6–12)

Keith Love and Nora Vernazza, Co-headmasters
9 Peacevale Road, Dorchester 02124
617-635-1615
tbainfo@techboston.org

Urban Science Academy

Jeff Cook, Headmaster
1205 VFW Parkway, West Roxbury 02132
617-635-8930
urbanscience@bostonpublicschools.org

West Roxbury Academy

Rudolph Weekes, Headmaster
1205 VFW Parkway, West Roxbury 02132
617-635-8935
westroxburyacademy@bostonpublicschools.org

Special Schools and Programs

Carter Development Center

Mark O'Connor, Principal
396 Northampton Street, Boston 02118
617-635-9832
carter@bostonpublicschools.org

Community Academy

Jennifer Levine, Headmaster
25 Glen Road, Jamaica Plain 02130
617-635-7734
commacad@bostonpublicschools.org

Counseling and Intervention Center

Jodie Elgee, Program Director
515 Hyde Park Avenue, Roslindale 02131
617-635-8123
cic@bostonpublicschools.org

Roland Hayes School of Music

Greg Gazzola, Program Director
55 Malcolm X Boulevard, Roxbury 02120
617-635-8973
rolandhayes@bostonpublicschools.org

Horace Mann School for the Deaf and Hard of Hearing (PreK-12)

Jeremiah Ford, Principal
40 Armington Street, Allston 02134
617-635-8534
hmann@bostonpublicschools.org

McKinley Schools

Velesia Saunders, Headmaster
90 Warren Avenue, Boston 02116
617-635-9976

McKinley Elementary School

Christine Stella, Program Director
90 Warren Avenue, Boston 02116
617-635-9978
mckelem@bostonpublicschools.org

McKinley Middle School

Joseph Brown, Program Director
50 St. Mary Street, Boston 02215
617-635-9853
mckmid@bostonpublicschools.org

McKinley Preparatory High School

Joseph Brown, Program Director
97 Peterborough Street, Boston 02215
617-635-9907
mckprep@bostonpublicschools.org

McKinley South End Academy

Christine Stella, Program Director
90 Warren Avenue, Boston 02116
617-635-9976
mckseacad@bostonpublicschools.org

Newcomers Academy

A program of Boston International High School
Tony King, Interim Headmaster
100 Maxwell Street, Dorchester 02124
617-635-7993
newcomers@bostonpublicschools.org

Re-Engagement Center

Gail Forbes-Harris, Director
Madison Park Complex
55 Malcolm X Blvd., Roxbury 02120
617-635-2273

Report Card Schedule

2015-2016

Kindergarten–Grade 5[▲] Three Marking Terms

	Fall	Winter	Spring
Marks Close	December 4	March 18	June 22 ★
Distribute Report Cards	Week of December 14	Week of March 28	Week of June 20 ★

▲ Includes kindergarten–grade 5 in K–8 schools.

EXCEPTIONS: Boston Teachers Union, King and Young Achievers Math & Science schools grade on three marking terms for all grades, K-8. The Mason and Mission Hill K-8 do not use the BPS grading system to record term grades. The Lyndon does not use the BPS grading system to record term grades for grade 5.

Grades 6–12[▷] Four Marking Terms

	Period 1	Period 2	Period 3	Period 4 Grades 6–11	Period 4 Grade 12
Progress Reports	October 7	December 14	March 10	May 24 ★	
Marks Close	November 6	January 29	April 15	June 22 ★	June 7 ★
Distribute Report Cards	November 16	February 8	May 2	Last day of school	Last day of school

▷ Includes grades 6–8 in K-8 schools except BTU, King and Young Achievers.

EXCEPTIONS: Greater Egleston High School grades on three marking terms. Boston Arts Academy, Boston Latin School and New Mission High School term start and end dates differ slightly from the district schedule.

Boston Day & Evening Academy, Margarita Muñiz High School and UP Academy do not use the BPS grading system to record term grades.

★ The last marking period will be adjusted in Spring 2016 after the last day of school is established.

