



BOSTON  
Public Schools

**2018-2019**

# **GUIDE TO BPS**

**FOR STUDENTS & FAMILIES**



# 2018-2019 DISTRICT CALENDAR

- August 14-16 .....August Leadership Institute
- August 20-22 ..... Teacher Summer Institute
- August 23..... Up Academies: Boston, Dorchester, and Holland, all grades – first day of school
- September 3 ..... Labor Day: No school
- September 4-5 ..... All teachers and paras report
- ▲ September 6 ..... Students in grades 1-12 report, including grade 1 in ELCs and EECs:
- ◆ September 11 ..... Kindergarten students report, including EECs, ELCs, and special ed.
- October 8 ..... Columbus Day: No school
- November 12..Veterans' Day (observed): No school
- November 21 ..... Early release for students and staff  
Dever - Full day off
- November 22-23... Thanksgiving Recess: No school
- December 24-January 1 ..Winter Recess: No school
- January 2..... All teachers and paras report
- January 3..... Students return from recess

- January 21.....M. L. King Jr. Day: No school
- February 18..... Presidents' Day: No school
- February 19-22.....February Recess: No school
- February 25 ..... Students return from recess
- April 15 ..... Patriots' Day: No school
- April 16-19 .....Spring Recess: No school
- April 19 ..... Good Friday
- April 22 ..... Students return from recess
- May 27 ..... Memorial Day: No school
- ★ June 4 (or day 170) .....Last day for seniors
- June 17 (or day 179) ..... Early release for students
- ▼ June 18 (or day 180) ..... Last day of school:  
Early release for students
- ▶ June 18 is the 180th school day if no days are lost due to cancellations.
- ▶ June 25 is the 185th day required for calendar purposes.
- ▶ No graduation program should be scheduled before June 4, 2019.

## Major Religious & Cultural Holidays

- |                             |                            |
|-----------------------------|----------------------------|
| Aug. 22..... Eid al-Adha    | Feb. 5 .....Lunar New Year |
| Sept. 10-11 ..Rosh Hashanah | Apr. 19 .....Good Friday   |
| Sept. 19 ..... Yom Kippur   | Apr. 20-27 .....Passover   |
| Nov. 7 ..... Diwali begins  | Apr. 21 .....Easter        |
| Nov. 22 .....Thanksgiving   | Apr. 28.. Orthodox Easter  |
| Dec. 25 ..... Christmas     | Apr. 22 .....Earth Day     |
| Dec. 3-10 ..... Hanukkah    | May 5 .....Ramadan begins  |
| Dec. 26 - Jan. 1 ..Kwanzaa  | May 12.....Mother's Day    |
| Jan. 1 ..... New Year's Day | June 5..... Eid al-Fitr    |
| Jan. 6.... Three Kings Day  | June 16..... Father's Day  |
- Observance of Jewish and Islamic holidays begins at sundown of the preceding day.

▶ All BPS offices and Welcome Centers closed.

### AUGUST 2018

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### SEPTEMBER 2018

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### OCTOBER 2018

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### NOVEMBER 2018

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### DECEMBER 2018

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### JANUARY 2019

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### FEBRUARY 2019

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### MARCH 2019

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### APRIL 2019

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### MAY 2019

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### JUNE 2019

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### JULY 2019

S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

▶ Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year.

Visit [www.bostonpublicschools.org/calendar](http://www.bostonpublicschools.org/calendar) for current information.

# 2018–2019

## Guide to the Boston Public Schools for Students & Families

Produced by:

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617-635-9265

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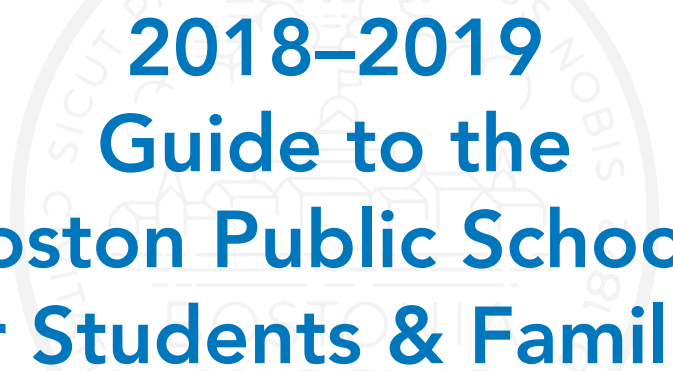
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The Guide to the Boston Public Schools is available in Arabic, Cape Verdean Creole, Chinese, English, French, Haitian Creole, Portuguese, Somali, Spanish, and Vietnamese.

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 2018.



# 2018–2019 Guide to the Boston Public Schools for Students & Families

## City of Boston

Martin J. Walsh, Mayor

## Boston School Committee

Michael Loconto, Chair

Dr. Hardin Coleman, Vice-Chair

Michael O'Neill

Alexandra Oliver-Dávila

Jeri Robinson

Regina Robinson

Dr. Miren Uriarte

## Boston Public Schools

Laura Perille, Interim Superintendent

September 2018

## Our Mission

**A**s 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**, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics, or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat, or harassment that demeans individuals' dignity or interferes with their ability to learn or work.

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Please fill out the  
Parent & Student  
Contact form at  
[www.bostonpublicschools.org/contact](http://www.bostonpublicschools.org/contact)!

The Parent & Student Contact form at [www.bostonpublicschools.org/contact](http://www.bostonpublicschools.org/contact) is very important. It asks for vital information. The information is confidential and will be part of each student's file in the Student Information System.

All new families to the Boston Public Schools are receiving this Guide. Please read the Guide to understand the policies and laws that affect your children.

### 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](mailto:communications@bostonpublicschools.org)  
617-635-9265

## A Message from Interim Superintendent Perille



### Dear Parents, Guardians, and Students:

Welcome to an exciting new school year. I am honored to serve as your interim superintendent. I look forward to partnering with you in educating and supporting our young people to cultivate an even stronger Boston Public Schools for all students.

We live in a city with a proud history, regarded as the Cradle of Liberty and the birthplace of public education. We are home to the nation's first public school and its oldest public elementary school – institutions that have

continuously educated Boston's children for nearly 400 years.

Boston is also known as a hub of innovation, propelled by world-class universities, top-notch teaching hospitals, and a booming biotech industry that are reshaping our world today and into the future. Our aim is to prepare our students to embrace this future.

I have made equity in education my life's work. Our mission at the Boston Public Schools is to ensure that all of our students receive a high-quality education, in a school that builds on their assets and supports their aspirations. We must ensure that every child who walks through our doors has the opportunity to develop the skills and knowledge necessary to fulfill their dreams and succeed in college, career, and life.

**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, healthy, and welcoming learning environment for students and staff. It further explains how we help students when they don't meet these expectations.

Second, it describes the many ways **families can support their children's learning** at school and 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 prepare every student for success in college, career, and life in a safe, healthy, and welcoming learning environment. With your support and involvement, we can reach that goal together.

Laura Perille  
Interim 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).....	617-635-9660
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 Learners.....	617-635-9435
District EL Advisory Committee.....	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 (OIT).....	617-635-9199
Medical Services.....	617-635-6788
Newcomers Assessment and Counseling Center (language testing).....	617-635-1565
Ombudsperson.....	617-635-9054
Parent University.....	617-635-7750
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.....	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.

### Roslindale

📞 **617-635-8040**

Jennie Barron Building  
515 Hyde Park Ave.

### Roxbury

📞 **617-635-9010**

Bolling Municipal Building  
2300 Washington St., 2nd Fl.

### East Boston ★

**617-635-9597**

Mario Umana Academy  
312 Border St.

★ Open Mondays and Tuesdays. Additional hours in January, late August, and early September: Wednesdays Noon-7 p.m.

## 2018-2019 Hours of Service:

**School Year:** Monday, Tuesday, Thursday and Friday:  
8:30 a.m.-5 p.m. / Wednesday: Noon-7 p.m. +

**July 2019:** Only the Roxbury Welcome Center is open. Monday-Thursday, closed Fridays, at the hours above.  
Visit our website for details, [bostonpublicschools.org/welcomecenters](http://bostonpublicschools.org/welcomecenters)

**Closed:** Federal, state, and city holidays

+ These hours do not apply to the East Boston center.

## Safe Space & Bullying Prevention Hotline 617-592-2378 (call or text)

For students and parents/guardians to report bullying at school, out of school, online, and via electronic devices; and for students or parents/guardians to report safety concerns in or out of school.  
Staffed 24/7 by trained counselors.

## Residency Tip Line 📞 617-635-9609

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.).....	<a href="http://boston.gov">boston.gov</a>   617-635-4000
Mayor's 24-Hour Line.....	311
Boston Centers for Youth & Families (BCYF).....	617-635-4920
Mayor's Health Line.....	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).....	<a href="http://www.doe.mass.edu">www.doe.mass.edu</a>   781-338-3300
Charter School Information.....	781-338-3227
Parent Training and Resources.....	See pages 57-59



# Family/School Partnership: The Home-School Connection

**F**amily 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 Parent Councils and School Site 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 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, Academic Parent-Teacher Teams, and Data Nights
- School Parent Council and School Site Council or Governing Board.
- 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 Title 1

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.

See pages 52-56 to learn more about Title I, the Every Student Succeeds Act (ESSA), 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 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), the Special Education Parent Advisory Council (SpedPAC), and the District English Learners Advisory Committee (DELAC). For more information about these organizations, visit Resources for Families on pages 57-59.

What if your school doesn't have an SPC? Contact the Office of Engagement (OOE), 617-635-7750. They can help you work with your school leader to start one. Also contact OOE 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 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 transfers of teachers who are members of the Boston Teachers Union. It must have one parent member, selected by the SSC's parent representatives.

## 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 and whose children have disabilities. Phone numbers are on page 9.

## Welcome Centers

The Boston Public Schools' Welcome Centers offer many services for families. They are listed on page 5. Visit one of our Centers 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.

➔ [bostonpublicschools.org/parentuniversity](http://bostonpublicschools.org/parentuniversity) or  
617-635-7750

## Outreach to Families

- BPS uses **School Messenger**, an automatic telephone calling, text, and email system, to contact families of students and BPS staff. It is used to communicate important information quickly, such as school emergencies and reminders about events and deadlines. You may receive automated calls and/or emails from your child's school or the BPS central office alerting you to vital information. **IMPORTANT:** *Contact the school if your phone number changes!*
- Through the **Student Information System (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 email or text message. Families can also 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](http://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/SIS](http://bostonpublicschools.org/SIS). 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 or Governing Board.
- 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 must equal 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 comments on the entire school budget and rates on the discretionary 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**  
[bostonpublicschools.org/engagement](http://bostonpublicschools.org/engagement)  
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, 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 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 36 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 in a timely manner 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 listen to and garner input from families, students, and the community, and respond in clear, concise language.
- ▣ All communications must reflect and be sensitive to the diversity of BPS families and staff, and be 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/domain/1884](http://bostonpublicschools.org/domain/1884), “Policies & Procedure: Superintendent's Circulars,” then click the Communications category.

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

- ❶ Teacher
- ❷ Principal or Headmaster
- ❸ Academic Superintendent ★

## General School Issues

- ❶ Principal or Headmaster
- ❷ Operational Leader ★
- ❸ Operational Superintendent ★

## School Governance (Parent & School Site Councils)

- ❶ Principal or Headmaster
- ❷ Office of Engagement, 617-635-7750
- ❸ Operational Superintendent ★

## Discipline

- ❶ Principal or Headmaster
- ❷ Operational Leader ★
- ❸ Operational Superintendent ★

## Safety

- ❶ Principal or Headmaster
- ❷ Operational Leader ★
- ❸ Operational Superintendent ★
- ❹ City of Boston Anti-Bullying Hotline, 617-592-2378

★ Each school has an Academic Superintendent, an Operational Superintendent, and an Operational Leader. To find contact information for your school's Academic Superintendent, Operational Superintendent, and Operational Leader, please visit our website: [bostonpublicschools.org/Schools](http://bostonpublicschools.org/Schools) and open the **School Organization Chart** at the bottom of the page.

## Transportation

- ❶ Principal or Headmaster
- ❷ Transportation Department, 617-635-9520 or [schoolbus@bostonpublicschools.org](mailto:schoolbus@bostonpublicschools.org)

## Attendance

- ❶ Teacher
- ❷ Student Support Coordinator
- ❸ Principal or Headmaster

## School Assignments, Transfers, Waiting Lists, and Residency

- ❶ School Hotline, 617-635-9046 (see page 5 for dates of service)
- ❷ Welcome Centers (see page 5)
- ❸ School Assignment & Registration, 617-635-9516
- ❹ Appeals concerning residency policy: Ombudsperson, 617-635-9054

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

## English learner Issues

- ❶ Teacher
- ❷ Principal or Headmaster
- ❸ Newcomers Assessment and Counseling Center, 617-635-1565
- ❹ Office of English Learners, 617-635-9435

## Special Education Issues

- ❶ Teacher
- ❷ Principal or Headmaster
- ❸ Special Education & Student Services, 617-635-8599

## Do you still need help resolving a school issue?

### Contact the BPS Ombudsperson.

The Ombudsperson will listen to you and work with you to resolve your problem. The four principles that inform the work of the Ombudsperson are neutrality, independence, confidentiality, and informality.

617-635-9054 or 857-891-1363

## To Learn More about Family/School Partnership

- ➔ Visit the Office of Engagement website  
[bostonpublicschools.org/engagement](http://bostonpublicschools.org/engagement)
- ➔ Visit the BPS website, contact your school, or call:
 

Office of Engagement	617-635-9660
BPS Welcome Centers	See page 5
District English Learners Advisory Committee (DELAC)	617-635-9435
Partner BPS	617-635-6772 / <a href="http://PartnerBPS.org">PartnerBPS.org</a>
Special Needs Parent Advisory Council (SpedPAC)	617-297-7335
- ➔ See pages 57-59 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

**W**hen 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 are my child doing well in? What subjects are 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, email, 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, email, 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, 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 reading skills and expose them to new ideas and 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 and electronic devices, 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. For older students, schedule quarterly meetings with their guidance counselor to monitor whether your child is on track for meeting grade level expectations.
- 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. Ask if the teacher uses the SIS Family Portal or other websites to share assignments and other information, and sign up so that you can follow your child’s progress.
- 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 [colorincolorado.org](http://colorincolorado.org) (a great resource, in English and Spanish)  
For more ideas on helping your child at home, ask the teacher.

### *Pie R Squared*

Free math help from basics to calculus  
for students in kindergarten–grade 12

Monday–Thursday 3:00–7:00 p.m.

in the lobby of the Bolling Building  
2300 Washington Street, Roxbury  
next to the Dudley MBTA station

Contact: [314piersquared@gmail.com](mailto:314piersquared@gmail.com)

Parents and students can register  
online for tutoring.

[piersquared.org](http://piersquared.org)



### *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:**

617-635-7750

[bostonpublicschools.org/parentuniversity](http://bostonpublicschools.org/parentuniversity)

[parentuniversity@bostonpublicschools.org](mailto:parentuniversity@bostonpublicschools.org)

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

## Math Tips for Parents

- ✓ **Ask your child, “How do you know?” and “What do you notice?”** to understand and extend your child’s thinking. Be aware of how your child is making sense of the math, and don’t teach “shortcuts,” as this may only confuse your child. Listen to your child’s ideas and encourage them to see mistakes as part of the learning process. 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 and Comparing:* 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?” “Are there more apples or oranges in the bowl?”
  - ▶ *Adding and Subtracting:* Ask questions that encourage children to engage in adding and subtracting with everyday situations: “You had 6 crackers and then you ate 2 crackers. How many crackers do you have left?”
  - ▶ *Multiplying and Dividing:* Ask questions like “If there are 6 juice boxes in a package, how many juice boxes are in 3 packages?”
  - ▶ *Geometry:* Ask your child to 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, [bostonpublicschools.org/Page/6282](http://bostonpublicschools.org/Page/6282). 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](http://bostonpublicschools.org/commoncore).
  - ▶ Homework help and lots of links to resources: [figurethis.nctm.org/fc/family\\_corner.htm](http://figurethis.nctm.org/fc/family_corner.htm)
  - ▶ Videos for families produced by NCTM and the Hunt Institute that feature Boston educators talking about the Common Core State Standards in Mathematics: [nctm.org/standards-and-positions/common-core-state-standards/teaching-and-learning-mathematics-with-the-common-core/](http://nctm.org/standards-and-positions/common-core-state-standards/teaching-and-learning-mathematics-with-the-common-core/)
- ✓ **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. Many schools have Math Nights for parents to learn about the school’s approach to math instruction.

## Reading Tips for Parents

- ✓ Play with letters, words, and sounds with very young children. Use sounds, songs, gestures, and words that rhyme to build language and language use. Have fun with language!
- ✓ Provide your child with a lot of opportunities to read aloud.
- ✓ As your child reads, point out spelling and sound patterns such as “cat, pat, hat.”
- ✓ Find ways to read, write, and tell stories with your child. Read about it, talk about it! Find ways for your child to build understanding, the ultimate goal of reading.
- ✓ Point out printed words in your home and other places you take your child.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ Ask your child about a movie or show she has seen, and find a book on that topic.
- ✓ Encourage your child to write emails, text, use Twitter, Instagram, and create blogs based on their interests.

### 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.

#### 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.

#### 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.



# The Boston Public Schools Promotion Policy

**B**PS 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)
- 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.

Schools may establish promotion requirements that exceed those listed on pages 18–23. The School Site Council must approve these additional 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. Please see page 22.

## English Learners

Students in programs for English learners must meet promotion and graduation requirements. However, EL 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 (word to word) dictionaries during all standardized assessments except those assessing English language skills and knowledge. English learner students in their first year of enrollment in school in the U.S. are not required to take the MCAS ELA assessment as long as they have participated in the annual English language proficiency assessment for English learner students.

## 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.

It is important that your child is in school for the duration of the school day. Early dismissal should only occur in the event of an emergency, and a note should be provided to school administrators to verify and approve the reason for the early dismissal.

## 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; please provide a copy of the funeral program) 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 (including checking in and leaving the building early)
- family vacation during non-school vacation time
- trip to the homeland extended beyond school vacation
- 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. *Teachers do not have the authority to excuse a student from school.*

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 four 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/domain/1884](https://bostonpublicschools.org/domain/1884) and click the Academics folder. The policy is ACA-18.

## Punctuality

Students who arrive after the beginning of the school day are tardy. They must follow established tardy procedures in order to be considered present for the day. All students are expected to report to school on time every day. It is the policy of the Boston School

# The Promotion Policy and School Attendance (continued)

Committee (approved May 24, 2006) that tardy students should be permitted into the school building and not excluded.

***It is important to remember that the requirement that tardy students be admitted to school does not equal a relaxation of the rules covering attendance or tardies.*** Student tardies may be linked to unexcused absences unless the tardies are excused due to a student’s disability, long-term illness or medical condition, or exercise of religious expression, which has been approved by the Boston Public Schools. It is now the policy of the Boston School Committee that for high schools eight tardies equals one unexcused absence per marking term.

## Support for Students Who Need Extra Help to Be Promoted

**B**y 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 meet or exceed the Proficient performance level (a minimum scaled score of 240) on the grade 10 MCAS tests/retests in English Language Arts (ELA) and/or Mathematics must have an Educational Proficiency Plan (EPP) to help them reach proficiency. The 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 in the relevant content area(s); and

## 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

Malaquias Baptista-Gomes (TLT IV).....	(617) 635-7689
Yoralba Peguero (TLT III-B & TLT I-B).....	(617) 635-6506
George Physic (TLT III-A & TLT II-A).....	(617) 635-5831
Mary Pola (TLT I-A & TLT II-B).....	(617) 635-8287
Wilson Santos (ALL TLTs).....	(617) 635-7870

- 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 meet or exceed the Needs Improvement threshold (a scaled score of at least 220) on the ELA and Mathematics grade 10 MCAS tests (or be awarded an MCAS Performance Appeal for that subject matter) in order to graduate.

More information on the EPP: [www.doe.mass.edu/ccr/epp](http://www.doe.mass.edu/ccr/epp)  
Please ask your child’s headmaster for further information about EPPs.

## Acceleration Academies

Acceleration Academies take place during February and April vacation weeks. They offer intensive instruction to students in grades 3–12 most in need of extra support in ELA and math at the district’s lowest performing schools.

## Summer Learning Academies

Students in grades K-8 will be invited to attend the **Summer Learning Academies** based on these priorities:

- 1 Students who have not met BPS grade level benchmarks, or who are in danger of not being promoted to the next grade
- 2 Students who could benefit from a rigorous summer experience to make gains and be prepared for the next year
- 3 Students who can reasonably make enough academic gains in five weeks to be promoted to the next grade
- 4 Students who do not qualify for ESY and are not identified as ELD Levels 1, 2, 3

## Summer Session

**Summer Session** is for students in grades 9-12 who have failed one or more major subject course(s) and who have not been absent more than 30 days during the regular school year. It gives students the chance to recover course credit and earn points toward



## Support for Students Who Need Extra Help (continued)

promotion and graduation. All major courses are offered. Students also have access to online courses, which allows students to retake courses they have failed. Students may take up to two in-person or online courses.

### 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 Learning Academies 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](https://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. Assessments include paper-and-pencil tests, computer-based tests, oral and written reports, performances, and projects.

Teachers or the companies that publish the curricula 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.

A new generation of MCAS assessments was first given in Spring 2017 in grades 3 through 8 for ELA and mathematics in every public school district and charter school in the state. For grade 10, the next-generation ELA and Math MCAS will be given for the first time in spring 2019.

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 2018–2019 assessment calendar: [bostonpublicschools.org/page/4753](https://bostonpublicschools.org/page/4753)
- ▶ General questions about assessment: [bostonpublicschools.org/Page/239](https://bostonpublicschools.org/Page/239)

### MCAS

Every student in grades 3–10 attending a Massachusetts public school takes **MCAS (Massachusetts Comprehensive Assessment System)** tests. The subjects tested vary by grade and include ELA, mathematics, and science and technology/engineering (STE).

In fall 2015, new MCAS assessments were developed. This 'next generation' MCAS 2.0 (ELA and mathematics) was given to students in grades 3–8 in spring 2017. The legacy grade 10 MCAS was extended to the class of 2020. This means that MCAS 2.0 tests in ELA and math will be given to 10th (class of 2021) graders for the first time in spring 2019. Students in grades 5 and 8 will take the next generation MCAS STE test for the first time in spring 2019.

### Assessments Serve Many Purposes

- ❑ **Report card grades.** Test scores are part of the student's report card grade in each subject.
- ❑ **"Benchmarks."** The BPS uses results of certain assessments to make decisions about a student's academic standing. When students do not reach the "benchmark" (minimum passing score) on these tests, they may receive extra help, they may have to attend summer school, or they may have to repeat a course or grade. *Examples:* DIBELS, BPS end-of-course assessments. (See pages 18–23.)
- ❑ **Formative assessments** help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. Formative assessments are assessments *for* learning rather than assessments *of* learning.
- ❑ **Summative assessments** measure the "sum" of students' learning, often at the middle and end of the school year. They may help a teacher or school to identify areas of strength and weakness in their curriculum or teaching (such as when most of the class gives the wrong answer to one type of question). *Examples:* MCAS; BPS end-of-course assessment.
- ❑ **Special Programming:** Some test results identify students who are eligible for special schools and programs. *Examples:* Terra Nova for admission to Advanced Work Class; ISEE for admission to the exam schools.

## Assessment (continued)

as well. MCAS 2.0 is designed to predict student's readiness for college and aligns to the updated Massachusetts state curriculum standards.

The new MCAS test builds upon the best aspects of the MCAS assessments that have served the Commonwealth well for the past two decades and includes innovative items developed by the previously used PARCC (Partnership for Assessment of Readiness for College and Career) test, along with new items specifically created to assess the Massachusetts learning standards.

MCAS 2.0 is designed to be taken on a computer, but also has a paper and pencil version. The plan is to phase in computer-based testing so that they are fully administered statewide in 2019.

Educators, parents, and students use test results to:

- follow student progress
- 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 results and other data to determine if schools and districts are meeting standards for improving student academic performance. In addition, DESE reports on the progress and performance of schools and districts based on MCAS results. See page 52 for more information.

## The MCAS Graduation Requirement

To graduate from high school, students must earn a Competency Determination (CD) in ELA, Mathematics, and Science and Technology/Engineering (STE) as well as meet coursework and attendance requirements. To earn a CD in ELA and/or Mathematics, a student must reach a performance level on the grade 10 MCAS tests of Proficient (a scaled score of at least 240); or a level of Needs Improvement (a scaled score of at least 220) and fulfill the requirements of an EPP (see page 15). To earn a CD in STE, a student must reach a performance level of Needs Improvement on one of the MCAS high school Science tests (Biology, Physics, Chemistry, or Technology/Engineering).

Students who do not pass the high school MCAS tests the first time may retake them even after they leave high school. If a student has taken the ELA and/or Mathematics MCAS tests at least three times or has participated in the MCAS Alternate Assessment twice and not passed, the student may be eligible to have an ELA and/or Mathematics MCAS Performance Appeal filed on his/her behalf. To be eligible for a Science MCAS Performance Appeal, a student must have taken an MCAS high school Science test at least one time (or completed an MCAS Alternate Assessment once) and must be currently enrolled in a Science class or have completed grade 12. In most cases, a student for whom an appeal is being filed should be in the process of fulfilling his/her EPP and should continue to work toward meeting the requirements of the EPP even if an MCAS Performance Appeal is granted. 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.

## More information about MCAS

- ▶ [bostonpublicschools.org/Page/239](http://bostonpublicschools.org/Page/239)
- ▶ [www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas)
- ▶ [www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas) > test questions (test items through 2018)

## Frequently Asked Questions

### Do all students have to take MCAS ?

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 2018 MCAS scores?

Parents will receive their child's test report either by mail or from the school. Results from the spring 2018 MCAS should be sent in the fall of 2018.

### 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 will take MCAS Alternate tests (MCAS-Alt).

### What if my child is an English learner?

All students are required to take MCAS 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 ELA MCAS tests is optional.

In addition, English Learners in K2-grade 12 must take the Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) test. The ACCESS for ELs 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)
End-of-Unit Assessments	2-5	Assessments of content taught in previous 4-6 weeks in each subject area
LAP-D (screening)	K0-K2	Monitor and observe development of age-appropriate skills
EVT	K1	Measures expressive vocabulary and word retrieval
Reading Assessment	K2-2	Reading fluency and comprehension at least 3 times a year
Next Generation MCAS 2.0	3 4 5	ELA and math ELA and math ELA, math, and science & technology/engineering
ACCESS for ELs	K2-5	English language reading, writing, speaking, and listening skills for English Learners
National Assessment of Educational Progress (NAEP)	4	Reading, math (given every other year)
Terra Nova basic survey in English for all students	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.
BPS Interim Assessments	2-5	ELA reading comprehension and math

## 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. The district has created Home-Links activities to connect the curriculum to activities that should be done at home. Home links can be found on the Department of Early Childhood website, [bit.ly/BPSEarlyLearning](http://bit.ly/BPSEarlyLearning).

**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	To be promoted to grade 2, students must meet both of these requirements: <ol style="list-style-type: none"> <li>1 Receive a passing grade in ELA or ESL</li> <li>2 Receive a passing grade in mathematics.</li> </ol>	
Grade 2	To be promoted to grade 3, students must meet both of these requirements: <ol style="list-style-type: none"> <li>1 Receive a passing grade in ELA or ESL</li> <li>2 Receive a passing grade in mathematics</li> </ol>	
Grade 3	To be promoted to grade 4, students must meet both of these requirements: <ol style="list-style-type: none"> <li>1 Receive a passing grade in ELA or ESL</li> <li>2 Receive a passing grade in mathematics.</li> </ol>	<ul style="list-style-type: none"> <li>► 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 Learning Academies if invited. If they do not pass both courses and a reading test by the end of the Summer Learning Academies, they will repeat grade 3.</li> <li>► If they pass reading and pass the course work for math, but do not pass the math test by the end of the Summer Learning Academies, they will be promoted to grade 4 and receive extra help in math.</li> </ul>
Grade 4	To be promoted to grade 5, students must meet all three of these requirements: <ol style="list-style-type: none"> <li>1 Receive a passing grade in ELA or ESL</li> <li>2 Receive a passing grade in mathematics</li> <li>3 Receive a passing grade in science <i>or</i> history</li> </ol>	
Grade 5	To be promoted to grade 6, students must meet all of these requirements: <ol style="list-style-type: none"> <li>1 Receive a passing grade in ELA or ESL</li> <li>2 Receive a passing grade in mathematics</li> <li>3 (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.</li> </ol>	



## 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 student's 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
BPS Interim Assessments	6–8	ELA reading comprehension and math
Independent School Entrance Exam (ISEE)	6 and 8	English and math skills, for admission to the exam schools (see page 27)
Next Generation MCAS 2.0	6–7	ELA and math
	8	ELA, math, and science and technology/engineering
ACCESS for ELs	6–8	English language reading, writing, speaking, and listening skills for English learners
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 <b>three</b> courses from the following subject areas: ELA/ESL, mathematics, science, and history/social science.</p> <ul style="list-style-type: none"><li>• To pass math, students must pass the end-of-year math assessment or end-of-summer math assessment.</li></ul>	<ul style="list-style-type: none"><li>▶ Students who do not pass both ELA/ESL and math must attend the Summer Learning Academies.</li><li>▶ Students who do not pass ELA/ESL and math by the end of the Summer Learning Academies will fail the course(s) for the year and must repeat them.</li></ul>
Grade 7	<p>To be promoted to grade 8, students must receive a passing grade in a total of <b>six</b> courses from the following subject areas in grades 6 and 7: ELA/ESL, mathematics, science, and history/social science.</p> <p>The courses must include at least:</p> <ul style="list-style-type: none"><li>• three ELA/ESL+ math courses</li><li>• one science course</li><li>• one history/social science course</li></ul>	<ul style="list-style-type: none"><li>▶ Students who do not pass both ELA/ESL and math must attend the Summer Learning Academies.</li><li>▶ Students will earn credit for the course(s) <i>only</i> if they attend the Summer Learning Academies <i>and</i> pass required coursework. Students who do not attend will fail the course(s).</li></ul>
Grade 8	<p>To be promoted to grade 9, students must receive a passing grade in a total of <b>ten</b> courses from the following subject areas in grades 6, 7 and 8: ELA/ESL, mathematics, science, and history/social science.</p> <p>The courses must include at least:</p> <ul style="list-style-type: none"><li>• five ELA/ESL + math courses</li><li>• two science courses</li><li>• two history/social science courses</li></ul>	<ul style="list-style-type: none"><li>▶ Students who do not pass both ELA/ESL and math must attend the Summer Learning Academies.</li><li>▶ Students will earn credit for the course(s) <i>only</i> if they attend the Summer Learning Academies and pass required coursework. Students who do not attend will fail the course(s).</li><li>▶ Students who do not meet grade 8 course requirements by the end of the Summer Learning Academies will be retained. Students who have already been retained in middle school may be retained again only after a case review by the principal, teachers, support staff, and parent.</li></ul>





## 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. These assessments are designed by the school and/or teachers.
Next Generation MCAS 2.0	10	English Language Art (ELA) and math
Legacy MCAS Retests: ELA and math	10 (retests, until passed)	ELA: Reading comprehension, composition, and understanding of language and literature. Math: 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>
Legacy 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>
ACCESS for ELs	9–12	Reading, writing, speaking, and listening skills in English for English 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/](http://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	<ul style="list-style-type: none"><li>Take and pass four English courses</li><li>Take and pass three history courses, including U.S. History 1 &amp; 2</li><li>Take and pass four math courses, including Math I (Algebra I), Geometry, and Algebra II</li><li>Take and pass three lab science courses, including at least two of the following: biology, chemistry, physics</li><li>Take and pass two years of the same world language courses</li><li>Take and pass two semester courses in the arts</li><li>Take and pass four semester courses in physical education</li><li>Take and pass one semester course in health</li><li>Take and pass one semester course in computers</li><li>Earn a Competency Determination (CD) in MCAS ELA, math, and science &amp; technology/engineering (see page 17)</li></ul>
Pathway II	<ul style="list-style-type: none"><li>Take and pass four humanities courses, which meet current standards for English and U.S. History 1 &amp; 2</li><li>Take and pass four math courses, including Math I (Algebra I), Geometry, and Algebra II</li><li>Take and pass three lab science courses, including at least two of the following: biology, chemistry, physics</li><li>Take and pass two years of the same world language courses</li><li>Take and pass two semester courses in the arts</li><li>Take and pass four semester courses in physical education</li><li>Take and pass one semester course in health</li><li>Take and pass one semester course in computers</li><li>Earn a Competency Determination (CD) in MCAS ELA, math, and science &amp; technology/engineering (see page 17)</li></ul>
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, or online (see pages 15-16)—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 EL 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 your High School Graduation Policy?

- Your school’s Guidance Department
- BPS Guidance Department 617-635-8030

# Special Programs

## 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 can spend up to 60% 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 School 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 the Special Education and Student Services 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](http://www.doe.mass.edu/sped/parents.html)

## English Learners

The Boston Public Schools (BPS) has made high quality instruction for English 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 vision is to provide a culturally and linguistically responsive education with the supports needed to ensure that all our English learners have equal access to opportunities that promote language acquisition, bilingualism, biliteracy and lifelong learning.

### Who is an English Learner?

English learners (ELs) are students who are native speakers of languages other than English, and who are not yet proficient enough in academic English to perform academic class work in English without language support. More than 17,000 students in the BPS (31% of all BPS students) are classified as English learners.

### How are students placed in EL 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 EL 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 EL services have the legal right to be informed of the options and benefits of EL 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 learners also have the right to "opt out" of EL services for their child and have the child assigned to an English-only, general education classroom.

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

Under state law, all ELs have access to receiving English as a Second Language (ESL) instruction, which is designed to teach English to ELs. All teachers of ELs who teach the core academic subjects (such as math, social studies, and science) must have special training and hold an SEI (Sheltered English Instruction) Endorsement in addition to their teaching license.

BPS offers the following programs to support English learners:

- **ESL in General Education.** In this program, any student with an ELD 1-5 who is assigned to a school without a formal SEI program will receive explicit ESL instruction either in a **Standalone** class, or through **Push In/Pull Out** services. For some students who are ELD 4-5, they can also receive ESL integrated in their English/Literacy course through **Embed/ELA**.





## English Learners (continued)

All students ELD 1-5 in General Education programs receive content instruction by a teacher who is SEI endorsed.

- **Language Specific Sheltered English Instruction (SEI).** In this program, English language development is incorporated throughout the day with strategies to make core academic content instruction more comprehensible to ELs who are ELD 1-3. Instruction is conducted in English, with native language clarification for students. Students in this classroom speak the same native language and have English Language Development (ELD) Levels 1 to 3. Sheltered instruction is intended to make instruction in grade-level academic content areas more accessible to EL students. BPS has SEI programs in Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, Chinese, and multilingual settings.
- **Dual Language Education.** At this time, BPS offers Spanish and Haitian Creole dual language education programs. In dual language programs, the student's classroom is comprised of students who are native speakers of English and students who are native speakers of the partner language (e.g., Spanish, Haitian Creole). All students learn to read, write, speak and understand both languages while they learn core academic content taught by qualified teachers in these two languages. Your child also receives ESL instruction within this program model from a qualified teacher to ensure that they are becoming proficient in English.
- **High Intensity Language Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE).** BPS recommends this program for students ages 8 or older who are newcomers to the United States, who have little or no literacy in their native language, or whose formal schooling was limited or 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, when available
- Additional classes such as technology, arts, and physical education.

BPS recommends these programs as the best instructional environment for English Learner students' academic success. If you would like to decline any of these English Learner services or recommendations, please schedule a time to meet with your child's school principal that will explain your options and rights. After this meeting, if you would still like to decline services, your request will be formally submitted and approved by the Office of English Learners.

### More Information on English Learning

- BPS Office of English Learners 617-635-9435
- BPS Newcomers Assessment and Counseling Center 617-635-1565
- Massachusetts Department of Elementary and Secondary Education, [www.doe.mass.edu/ell/](http://www.doe.mass.edu/ell/)

## 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 Learners. Open on school days, 8:30 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

## Students Who Are Experiencing Homelessness

Students who are experiencing homelessness need stable learning experiences in school. The BPS Homeless Education Resource Network works to give full support and resources to this student population and their families.

### More information

- Homeless Education Resource Network 617-635-8037

# Special Programs

## Educational Options

**B**oston Public Schools offer a variety of alternative education programs and services for middle school and high school students who are not succeeding in a regular school setting. The 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.

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 complete high school and continue their education and career preparation beyond high school.
- **Boston Adult Technical Academy (BATA)** serves students ages 18–22 who are considered over-age for their grade. Some of these students are English learners.
- **Newcomers Academy** serves English learners with interrupted formal education.
- **Charlestown Diploma Plus** serves students from all BPS high schools that have not succeeded in regular programs and need a rigorous competency-based education that is supported by a small, personalized learning culture.
- **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.
- **The Adult Diploma and Adult High School** provide both diplomas 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 as part of the **Boston Collaborative High School**, a partnership with community-based organizations:

- **ABCD University High School** offers non-traditional learning and year-round programming for over-age students with a focus on career development.
- **EDCO High School** is for over-age, under-credited students, who need a personalized small learning community.
- **Ostiguy High School** is for students coping with substance abuse.
- **LogOn Academies** offers non-traditional learning and postsecondary pathways through a combination of online and classroom learning (called “blended learning”). This is intense computerized learning for students who can work independently and are comfortable with online learning.
- **St. Mary’s School** is for expectant and parenting students using online and portfolio learning.
- **College Bound Middle School**, a small therapeutic middle school program in Dorchester, serves middle school students in a non-traditional setting.

### More Information on Educational Options

- ➔ Office of Educational Options 617-635-8035  
[bostonpublicschools.org/Page/970](http://bostonpublicschools.org/Page/970)
- ➔ Re-engagement Center 617-635-2273
- ➔ Information on GED [www.doe.mass.edu/hse](http://www.doe.mass.edu/hse)

## Advanced Work Class and Excellence for All

**T**he Advanced Work Class program (AWC) is a full-day program for students in grades 4, 5, and 6 located in some elementary, middle, and K-8 schools across the city. The AWC program covers the same subjects as general education; however, each subject is studied in greater depth, at an accelerated pace and requires the completion of more classroom work and homework by the student. In most AWC programs students are grouped in a classroom that serves AWC students exclusively.

In addition to the Advanced Work Class program, BPS also offers the Excellence for All initiative in 13 schools. During the 2018–2019 school year all 4th and 5th graders in Excellence for All schools will have access to the same curricular and enrichment experiences as students in AWC classrooms, but in a setting that is inclusive. Teachers in the Excellence for All schools receive specialized training in order to be ready to raise the level of rigor for all types of learners.

**If you have further questions about the programs or the selection process, please contact the following offices for more information:**

- ➔ **Questions about the programs**  
Curriculum & Instruction: 617-635-9202
- ➔ **Questions about school choice forms and online emails**  
Welcome Services: 617- 635-9512
- ➔ **Questions about school options**  
Any BPS Welcome Center:  
East Boston 617-635-9597  
Dorchester 617-635-8015  
Roxbury 617-635-9010  
Roslindale 617-635-8040

**For more information and a list of schools offering these programs, visit:**

- ➔ [bostonpublicschools.org/Page/6525](http://bostonpublicschools.org/Page/6525)

## The Exam Schools

There are three examination schools within BPS for grades 7-12.

**Boston Latin School**, founded in 1635, is the oldest school in the United States, serving an economically and culturally diverse population. BLS seeks to ground its students in a contemporary classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life.

**Boston Latin Academy** offers students a rigorous but nurturing and personalized environment. Moreover, the school is one of the most diverse in the state in terms of race, culture, and language, affording students an experience that mirrors the real world.

**The John D. O'Bryant School of Mathematics and Science** is a diverse, supportive community of learners that engages in a rigorous and comprehensive Science, Technology, Engineering, and Mathematics program integrated with Humanities. Our college-preparatory exam school enables our students to reach their full potential and become leaders who will shape the direction of society.

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 and classical curriculum, opportunities for sports, participation in the arts, student club activities, internships and leadership positions, 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 3, 2018 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 3, 2018.

## Home and Hospital Tutoring

The Boston Public Schools provides home and hospital instruction for students who must remain at home or in a hospital setting, or a combination of both, for at least 14 school days in any school year. Before a student can receive these services, a licensed physician must complete a state form, which can be obtained from your child's school nurse.

### More Information about Home and Hospital Instruction

➔ Student Support 617-635-6633



## Residency for Exam School Applicants

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

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 who want to move to another BPS non-exam school may apply for a transfer through the end of November. 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

- ➔ Welcome Services 617-635-9512
- ➔ [bostonpublicschools.org/exam](http://bostonpublicschools.org/exam)
- ➔ Call any BPS Welcome Center (see page 5)
- ➔ See page 43 for more on the residency requirement

## Home schooling

Parents who live in Boston and want to homeschool 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 curriculum hours for grade levels. Parents or guardians who home school must submit an end of year assessment each year. Home schooling authorization is granted upon receipt of the application.

### More Information about Home schooling

- ➔ Educational Options 617-635-8035



# Services for Students

## Health and Wellness

**W**hen 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. The Boston Public Schools actively promotes the social, emotional and physical wellness of all students to support both their healthy development and readiness to learn. BPS is:

- improving school-based health care
- promoting healthy behavior
- creating a healthier school environment and climate
- improving student health and physical literacy

The BPS District Wellness Policy is a road map to help schools with this plan. The policy includes comprehensive health education, healthy food and drinks, safe and supportive environments, healthy physical environments, health services, cultural proficiency, physical education, and physical activity. More information: [bostonpublicschools.org/hwd](http://bostonpublicschools.org/hwd)

## Behavioral Health Services

The Behavioral Health Services department has school psychologists assigned to all BPS schools and have social workers that provide district wide services. The Behavioral Health Services department provides a wide continuum of behavioral health services including prevention, at-risk and intensive services. In addition, the Behavioral Health Services team is the mental health crisis response team for the district and as such help schools and students after traumatic events have occurred. If you would like to speak to a school psychologist about your child, please call your child's school. Many schools have community mental health partnerships that offer services within the school or within the community. If you are interested in your child receiving counseling services, please reach out to the school to ask about their mental health partnerships.

More information: Behavioral Health Services, visit [cbhmboston.com](http://cbhmboston.com) or [www.bostonpublicschools.org/domain/2443](http://www.bostonpublicschools.org/domain/2443) or call Andria Amador, Sr. Dir. of Behavioral Health Services, 617-635-9676

## Health Services

Nursing services are available in all of our schools. 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. The 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.

### 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
- providing evidence, within one month of entry, of a physical exam (exam must be within 12 months)
- 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 [bpshealthservices.org](http://bpshealthservices.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. **By Massachusetts law, students who do not provide documentation of current immunization status (includes dates of each immunization) will be asked to leave school until the student is fully immunized.**

**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.

### Required Immunizations to Register for School

(Note: requirements are for this year only.)

	K0/K1 (ages 3-4)	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 dose Tdap
Polio	≥ 3 doses	4 doses	≥ 4 doses	≥ 4 doses
Hib	1-4 doses	0	0	0
MMR	1 dose	2 doses	Gr. 1-5: 2 MMR Gr. 6: 2 measles, 1 mumps, 1 rubella	2 MMR
Varicella (Chickenpox)	1 dose*	2 doses*	Gr. 1-5: 2 doses* Gr. 6: 1 dose*	2 doses*

\*or documentation of disease

For more information, go to: [mass.gov](http://mass.gov) and type “immunization” in the Search box or download at <https://bit.ly/2Ga049o>. Contact BPS Health Services at 617-635-6788 if you have questions.

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.

**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 one year prior to entrance to school or within 30 days after they enter school. If your child is new to the school, it is **mandated** to bring a copy of the immunizations and physical exam to the nurse on the first day of school, even though you may have given them at registration. This information is necessary to provide the best health care to students during the school day.

All continuing 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 healthcare 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 EpiPen, 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. Medication authorization forms, which have been signed by the child’s health care provider and legal guardian, must be brought to the school nurse. Also, provide nurse with treatment plans for chronic medical conditions (food allergies, asthma, seizures, sickle cell, etc.).

## 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.

## Health Screenings and Other Programs

School nurses screen for a number of health issues, from hearing and vision to substance use.

The frequency of screenings for height, weight, dental, hearing, vision, and scoliosis vary by grade. If parents do not want this screening, they must indicate in the Health Screening section of the Parent Student Agreement, which is available online and in paper form.

- **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.
- 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.*
- State recommended Substance abuse screening (**SBIRT**) occurs in 7th and 9th grade. Information regarding **SBIRT (Screening, Brief Intervention, and Referral to Treatment)**, including an opt-out letter, will be mailed out to parents/guardians of middle school and high school students. SBIRT can help health care and other professionals determine whether someone is using alcohol and/or drugs in unhealthy ways.

## 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

## Health and Wellness (continued)

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.

### 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 on page 64.

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 information
- immunizations, 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](https://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
- sickle cell anemia
- seizure disorders

## Health Education

Boston Public Schools (BPS) requires health education from pre-kindergarten through grade 12. Health education directly contributes to students’ ability to practice behaviors that protect and promote health and avoid or reduce health risks. Providing students time to understand, practice, and master health skills helps them academic success, develop healthy lifestyle habits,

make healthy and informed decisions, and improve health literacy throughout their lives. It is important to teach this information early in a child’s life.

Our comprehensive pre-K through grade 12 Health Education program is medically-accurate, age and developmentally appropriate, culturally inclusive, and implemented in safe and supportive learning environments where ALL students feel valued. Classes are taught by qualified, trained teachers. The curriculum addresses a variety of topics, including:

- tobacco, alcohol and drug abuse
- healthy eating/nutrition
- mental health and social & emotional learning
- 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 [bostonpublicschools.org/hwd](https://bostonpublicschools.org/hwd) or call the Health and Wellness Dept., 617-635-6643.

### Sexual Health Education

Sexual health education is an important part of the BPS comprehensive 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 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 developing healthy relationships, 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 health classes include: *Michigan Model for Health or Health Smart* for comprehensive health education; *Healthy and Safe Body Unit (BPS Health & Wellness)*; *Rights, Respect, Responsibility*; *Making Proud Choices*; and *Get Real* for sexual health education. 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 Suzanne Spresert, Health Education Instructional Coach, 617-635-6643 ext. 41258, 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 only from sexual health 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 some Boston high schools. HRC health educators 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 provide classroom education, as well as individual health education counseling, referrals, condoms, and family planning information upon student request.

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:**

- ➔ Jeremiah Woodberry, Program Manager  
617-534-2289 or [jwoodberry@bphc.org](mailto: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 and physical education, health services, a safe and supportive climate, a healthy physical environment, healthy food 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:**

- ➔ [bostonpublicschools.org/hwd](http://bostonpublicschools.org/hwd)
- ➔ 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 one of the healthiest districts in the country. 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, visit [bostonpublicschools.org/hwd](http://bostonpublicschools.org/hwd).

## Physical Education

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

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.

**Physical Education Requirements and Recommendations for Pre-kindergarten-Grade 8:**

- 150 minutes of physical activity per week
- 20 minutes of daily recess
- At least 45 minutes per week of physical education
- Aim for 80 minutes per week of physical education

**Physical Education Requirement for Grades 9-12:**

- One semester (equivalent to a half school year) 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.

Each 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 [bostonpublicschools.org/hwd](http://bostonpublicschools.org/hwd) or call the Health and Wellness Department, 617-635-6643.



## Health and Wellness (continued)

### 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. These surveys help us to understand whether what we teach is making a difference in student behaviors and health outcomes.

The 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 [bostonpublicschools.org/schools](http://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 24  
Snack food and drinks policy..... page 35  
Preventing head injuries: see Athletics ..... page 50  
Tobacco-free environment and Water Policy..... page 51  
Expectant and parenting students policy ..... page 51

### Guidance Counseling Services

School counselors address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. School counselors work with students in individual, small group and classroom settings to help create an academic plan for their education, to prepare for successful careers after graduation, and to help students develop necessary skills, such as organizational, time management, and study skills. They also help students overcome obstacles that may form barriers to learning by helping students respond to issues such as divorce or death in their family, as well as typical developmental issues.

More information: Guidance Counseling Services, 617-635-8030

# 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. If your child is eligible, we will send a notice before school starts 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 ½ mile of their home address. Transportation service for eligible students in grades 7-12 will be by MBTA trains and buses. BPS will provide monthly seven-day MBTA passes for eligible students. The MBTA will allow students to ride for free on the first day of school 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 the MBTA, 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 will 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/transportation](http://bostonpublicschools.org/transportation) 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). BPS officials 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, 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.

**Please Note:** Buses are not required to go into private parking lots.

## 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/domain/1884](http://bostonpublicschools.org/domain/1884), "Policies & Procedures," 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 BPS Succeed Boston, and/or denied transportation, including deactivation of their MBTA pass. The student will be suspended only from the bus route on which the incident occurred. Denial of transportation for fewer than four days does not require a hearing. The school must notify the family before denying transportation. The student should still attend school.

## Alternative Transportation

Parents may request a bus stop near their child's before or after-school program or day care location, even if the student is not eligible for transportation between home and school, 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 the same for *every* school day.

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 and, if approved, will take effect on the first day of school. Requests received in late August and September may take several weeks to process.

You may submit your request online at the website below, directly to the Transportation Department, or to the principal of your child's school. During the summer, please submit your request online or in person to the BPS Transportation Department, 2300 Washington St., Roxbury 02119.

**For more information and an application:**

- ➔ Contact the principal
- ➔ Visit [bostonpublicschools.org/transportation](http://bostonpublicschools.org/transportation)
- ➔ Call the Transportation Department, 617-635-9520
- ➔ Email: [schoolbus@bostonpublicschools.org](mailto:schoolbus@bostonpublicschools.org)

# Transportation Questions & Answers

## 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.

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

**The BPS Transportation Department cannot process an address change.** Please go to any Welcome Center with required proofs of residency (see page 43) and fill out a “change of address” form. 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 police officers to ensure coverage at busy transit hubs and strengthening involvement of school staff and volunteers through the Stopwatch and BPS Safety Ambassador programs. 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 do not 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) to help 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 fill out a Yellow-Bus Transportation Opt-Out Form. You can get the form at your school, the BPS Transportation Office, or online at [bostonpublicschools.org/transportation](https://bostonpublicschools.org/transportation).

If you need the bus at a later date and you are eligible for transportation, please contact the Transportation Office and your student will be assigned to a bus.

## 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 email to [schoolbus@bostonpublicschools.org](mailto: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 ½ 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.

## 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
- ➔ [bostonpublicschools.org/transportation](https://bostonpublicschools.org/transportation)
- ➔ General email: [schoolbus@bostonpublicschools.org](mailto:schoolbus@bostonpublicschools.org)

# Services for Students

## Food and Nutrition Services

**B**oston Public Schools' Department of Food and Nutrition Services (FNS) offers nutritious, free breakfast and lunch to all students in pre-school through high school and in alternative education programs. FNS also provides meals for many after-school programs. During the summer months, FNS provides breakfast and lunch to sites across the city.

School menus are posted on the BPS website. Go to [bostonpublicschools.org/fns](http://bostonpublicschools.org/fns).

For students with special dietary restrictions, such as food allergies, FNS can provide alternate meals. Please see your school nurse or contact FNS directly.

### All Students Eat at No Cost

- All BPS students are eligible for free breakfast, lunch, after-school meals, and summer meals.
- When they are served their breakfast and lunch at school, students will enter their 6-digit BPS student identification number into a meal counting system.
- Families requesting a verification letter concerning the free meal program can contact Food and Nutrition Services at the phone number below.

### More Information

- [bostonpublicschools.org/fns](http://bostonpublicschools.org/fns)
- Food and Nutrition Services 617-635-9144



### Wellness and Nutrition Policy: Healthy Choices



The Boston Public Schools supports lifelong healthy eating habits. To address the increasing rates of diet-related health problems (such as overweight and diabetes) among students and staff, BPS has adopted nutrition policy guidelines that apply to all foods sold or served in schools that are not part of the national school meals program.

For the full policy, go to [bostonpublicschools.org/fns](http://bostonpublicschools.org/fns) and click "Nutrition Policy" under Quick Links.

### *Do you know...*

...why eating school breakfast and lunch is the right idea?

- Students who eat school breakfast increase their math and reading scores as well as improve their speed and memory on tests that measure thinking and problem-solving skills.
- Children who eat breakfast at school perform better on standardized tests than those who skip breakfast or eat breakfast at home.
- Children who participate in school lunch have superior nutritional intakes compared to those who do not participate.
- The National School Lunch Program provides school children with one-third or more of their Recommended Dietary Allowance (RDA) for key nutrients. These lunches must provide no more than 30 percent of calories from fat and less than 10 percent from saturated fat.



# 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. 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 suspects 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.

- 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. 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.

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 School Police and 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

- ➔ Visit [bostonpublicschools.org/domain/1884](http://bostonpublicschools.org/domain/1884)
- ➔ 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 has to be evacuated.

### "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 "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
- ☒ Email 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 may continue (depending on the disturbance) in classrooms these extra security measures are activated. We want to assure our BPS families that the safety of our students and staff is our highest priority at all times. So that everyone in the school is familiar with the procedure, we practice 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. The district's **Non-discrimination Policy** statement provides:

*The Boston Public Schools... does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, pregnancy, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work.*

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

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 you or your child have been discriminated against or harassed in or by the Boston Public Schools based on the child's ethnicity, gender, race, sexual orientation, or 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](mailto:bpsequity@bostonpublicschools.org).
- Students and staff who violate the non-discrimination policy may be subject to discipline, up to and including expulsion (for students) or dismissal (for staff).

**Non-Discrimination Statement.** The Boston Public Schools is committed to maintaining an educational environment and workplace where individuals of all backgrounds and experiences are welcomed, encouraged, included, and can flourish. BPS is resolved that prejudice and disparate treatment will never impede our learners or our educators.

BPS will not tolerate discriminatory behavior, including intimidation, threats, or harassment of employees, students, or anyone else who visits or is part of our learning community. Retaliatory conduct toward persons who have reported possible bias, discrimination, or inappropriate behavior, who have assisted in an investigation, or who have otherwise exercised their rights under this policy is also prohibited. ▶EQT-1

**Discrimination/Harassment of Students.** This policy prohibits 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 membership in a protected class. This circular addresses how to file complaints regarding alleged discrimination based on race, color, age, disability, homelessness, sex/gender, gender identity, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics, or military status. ▶EQT-2

**Sexual Misconduct Policy.** This policy states that sexual misconduct, including sexual harassment and sexual assault, will not be tolerated, whether committed by staff, students, or third parties; and retaliation against a person who reports sexual misconduct or cooperates in an investigation also will not be tolerated. Sexual misconduct 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 activities. This policy also sets forth procedures for students to report a sexual assault. ▶EQT-3 and EQT-6

**Non-Discrimination Against Students on the Basis of Gender Identity.** Massachusetts law and the Boston Public Schools require that all classrooms, programs, activities, and employment practices be free from discrimination on the basis of gender, sexual orientation, and gender identity. This circular sets out guidelines for schools and district staff to create a culture where transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide educational opportunities for all students. ▶EQT-4.

**Non-Discrimination Against Students with Disabilities.** 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). 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. ▶SPE-21

**Hazing Law.** Massachusetts law makes it a crime to engage in hazing activities. Hazing refers to 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

### More Information

- Becky Shuster, Assistant Superintendent of Equity  
Juna Pierre, Director of Compliance, Title IX Coordinator  
Steven Chen, Senior Manager, Section 504 Coordinator  
Grace Jung, Staff Assistant

Bruce C. Bolling Municipal Building  
2300 Washington Street, Roxbury, MA 02119  
617-635-9650  
[bpsequity@bostonpublicschools.org](mailto:bpsequity@bostonpublicschools.org)

# The Code of Conduct

Students deserve a safe, healthy, and welcoming learning 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** (see sidebar). 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. Access to the Code of Conduct can be found on our website. Check out "Where to Find the Code of Conduct" on page 41.

## The BPS Code of Conduct

Every school must also follow the Boston Public Schools Code of Conduct. The Code lists rules that all students are expected to follow. If a school-based rule conflicts with the Code of Conduct, the Code applies.

The 2016 Code of Conduct emphasizes preventive and positive approaches that include instructive and restorative approaches to behavior. Every school has a multi-tiered system of support for student's social, emotional and behavioral needs. Students receive instruction in social and emotional skills and clear expectations through the Positive Behavior Interventions and Support process.

All progressive interactions and consequences are aimed at addressing the causes of misbehavior, resolving conflicts, meeting students' needs, and keeping students in school. The spirit of the revised code emphasizes non-exclusionary practices before considering exclusion, whenever possible. In accordance with the Code of Conduct, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

School-Based Rules (page 39) 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).

**If there are any questions or concerns around the Code of Conduct, specifically emergency removal, due process, or suspension/expulsion appeals, contact the Operational Superintendent's Office at 617-635-9057.**

## School-Based Rules

Although superseded by the Code of Conduct, each school has its own rules for non-suspendable offenses—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 subject to progressive discipline. 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.

## 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 public transit, the principal or headmaster may deny school-provided transportation to the student. The student will be suspended only from the bus route on which the incident occurred.

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. A student who has door-to-door service in their IEP cannot be denied transportation for more than ten days unless a Manifestation Determination Meeting has been held.

## 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 ten consecutive or cumulative school days.

**The Suspension Process and Due 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. The school must give the parent/guardian written notice of the hearing in English and the language spoken in the home. 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



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## The Code of Conduct (continued)

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 removal** 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 removal, 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.
- 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 a 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 a Suspension or Expulsion.** If the student and the parent/guardian disagree with the expulsion, they may appeal the decision to the superintendent (617-635-9057), or someone named by the superintendent, within ten 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 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.

### Succeed Boston, formerly known as the Counseling and Intervention Center

Succeed Boston in Roslindale serves students who have violated the BPS Code of Conduct. While progressive measures are always recommended, repeated serious violations of the Code result in referral to Succeed Boston. This department provides individual and group-counseling services, allows students to maintain academic progress, and provides students with the decision-making and social-emotional skills they need to assess risk, consider potential consequences, and improve decision-making. A student is assigned to Succeed Boston for 5 to 10 days. Those who do not attend as assigned may face further disciplinary consequences. In addition to Code violations, Succeed Boston provides clinical support to students who are suspected to be under the influence of drugs or alcohol. This Substance Abuse Program is voluntary and may be accessed through the school nurse or administrator. See Section 14 of the Code for more information.

On Saturdays, two programs are available, the Juvenile Fire Sense Program, a partnership with the Boston Fire Department and Operations, and the Civil Rights Program, a partnership with the Office of Equity.

The Fire Sense program, for students who have been involved with fire setting, is a court approved educational and clinical alternative to criminal charges. The program provides students with information to understand the safety issues and impact of fire setting. Assessments and home visits help to inform the need for more clinical interventions outside the program.

The Saturday Civil Rights Program is a one-day alternative to suspension program for students who have been involved in bias-based incidents in school. Through group instruction and targeted individualized curricula, counseling and reflection, students learn about the history of civil rights, the impact of hate speech, and the harm it does to others.

### 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. Use of any restraint must be documented and forwarded (within 24 hours) to the principal/headmaster. 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 ten cumulative school days in the school year except as provided by federal laws and regulations. This includes a meeting to determine whether the student's disability may be the cause of the behavior.

## 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: **[bostonpublicschools.org](http://bostonpublicschools.org)**. Select "Students and Families," then "Code of Conduct."
- ➔ Visit **[bostonstudentrights.org](http://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](mailto:superintendent@bostonpublicschools.org)**) to request a printed copy.

*The Code of Conduct is available in English, Arabic, Cape Verdean Creole, Chinese, French, Haitian Creole, Portuguese, Somali, Spanish, and Vietnamese.*

## 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 email 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 Succeed Boston 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.

# BPS Policies

## Using Technology in School

**B**oston 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 (AUP)** 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 email 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 email 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 email 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 email, 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:**  
**[bostonpublicschools.org/technology](http://bostonpublicschools.org/technology)**  
(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 per BPS policy and consistent with Massachusetts General Law Chapter 76, Section 5. 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.

### 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 will also work with other outside agencies to obtain information relative to the residency of the student(s). Occasional MBTA checks may be done for students suspected of living outside the city and commuting to school.

### 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**  
**617-635-9609**

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.

Registration and transfer applications for the 2019–2020 school year begins January 3, 2019 for students entering kindergarten, grade 6, grade 7, and grade 9. For students entering all other grades, application submission begins February 11, 2019. For the best chance of getting the school you want, we encourage families to come 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 researching this fall to learn more about your school choices.

### Discover Boston Public Schools

#### In the Fall:

- **Find out what schools you can apply for.** Under the district’s school assignment plan, your school choices are based on your home address. Visit [Discoverpbs.org](https://discoverpbs.org) 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.

#### November through early January:

- **Learn more about each school on your customized list.** Do not rely just on what you hear from friends and family members. Every school is different, and schools can change over time. Get the latest information on each school online at [Discoverpbs.org](https://discoverpbs.org), at [bostonpublicschools.org/schools](https://bostonpublicschools.org/schools), and in our “Discover the Boston Public Schools” newspapers for K-8 and high schools, available in late November in schools, BPS Welcome Centers, Boston Public Library branches, and on our website. Also see your Customized School Quality Report (see page 53) with detailed information about each school at [Discoverpbs.org](https://discoverpbs.org).
- **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 43), 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 [bostonpublicschools.org/register](https://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.

- A citywide **Showcase** will be held in November or December.
- Check the BPS website for additional details and School Preview dates in each school. If you cannot visit at those times, contact the school 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-03, “Parental School Visits,” on the BPS website.

### 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 during the following dates:

- **Grades K0-K2:** until the end of January 2019
- **Grades 1-12:** Until the end of November 2018

Wait lists expire after these dates as well.

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. Safety transfers are initiated through a student's school. (Please see page 36, Student Safety & Emergencies.)

**Long-term Suspension and Expulsion.** 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 by contacting the Senior Director of Welcome Services at 617-635-9085.

### 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.

### For More Information

- ➔ Contact the BPS Welcome Centers, listed on page 5.
- ➔ [pbs.org/parents/education/going-to-school/choosing/elementary-middle](https://pbs.org/parents/education/going-to-school/choosing/elementary-middle)
- ➔ [greatschools.org/find-a-school/slideshows/3469-choosing-an-elementary-school.gs](https://greatschools.org/find-a-school/slideshows/3469-choosing-an-elementary-school.gs)

## School Assignment Policy

**B**PS has adopted a Home-Based student assignment policy to assign students to kindergarten through grade 8. All of our high schools remain citywide options for our students.

**The Home-Based plan uses a student's home as the starting point.**

- BPS will offer a customized list of school choices for every family based on their home address. It includes every school within a one-mile radius of their home plus, as needed, nearby schools based on their School Quality Framework (SQF) tier. Learn more about SQF at [www.bostonpublicschools.org/schoolquality](https://www.bostonpublicschools.org/schoolquality). This ensures that every family has access to high-quality schools, no matter where they live.
- The list may also grow, as needed, to include schools offering K0, Advanced Work Class (AWC) and more, and to ensure we can offer every child a seat in a school on his or her list. These are called "Option Schools."
- Families may also select any citywide school. And some families may have regional options, as well.
- Every family will have a choice of at least six schools; most will have between 10 and 14 choices.
- The Home-Based plan uses an algorithm, similar to a lottery; therefore we can't guarantee an applicant will be assigned to one of his or her top choices
- Just as in the past, due to limited seating we cannot guarantee an assignment to K0 or K1.
- Students who apply for kindergarten and grades 6, 7, and 9 in January have the best chance of assignment to their top choice schools.

## Valuing Family

The Home-Based plan continues to work to keep families together. As such, the plan includes sibling priority. While BPS cannot guarantee siblings seats in a particular school, the sibling priority is the highest priority we offer to ensure that we make every effort within our policies to keep families together.

## Supporting English Learners and Students with Disabilities

The Home-Based plan creates community clusters of school options to ensure that students can enroll in schools that offer quality programs closer to home.

English Learning students have access to schools on their home based list as well as program options in their wider cluster.

Depending on their needs, students with disabilities may be able to choose seats from the home-based list, or they may be assigned to a program within the cluster in which they reside if their

# BPS Policies

## School Assignment Policy (continued)

Individualized Education Program calls for specific services or level of services.

A few programs still remain citywide, as well.

*You can read about the plan in more detail and learn about school options in our Discover BPS magazine.*

### What are the “priorities?”

Sometimes a school doesn’t have room for every student who lists it as a choice. When this happens, the computer assigns students based on choice and priorities. Sibling priority is one of our highest priorities, and other priorities include EEC/ELC priority, present school priority, and East Boston/Non East Boston priority.

- **Sibling Priority**

We try to assign children in the same family to the same school if the parent requests it. If you want your children to go to the same school, ask the Welcome Center staff how to apply for sibling priority. However, sometimes a school doesn’t have room for all the siblings who apply for it; so we can’t guarantee sibling assignments. Be sure to list sibling preference the first time you apply.

- **Present School Priority**

Present school priority gives a student priority to a program in his/her school over another student attending a different school. For example, a student currently enrolled in grade 3 at the Hennigan School will receive a priority to a grade 4 AWC (Advanced Work Course) seat at the Hennigan over a grade 3 student attending the Mendell School who has selected the Hennigan AWC program.

- **Priority for EEC and ELC students applying for Grade 2**

Students completing grade 1 at an Early Learning Center (ELC) or Early Education Center (EEC) that does not have a Pathway school will be assigned to available grade 2 seats before students new to the BPS or those applying for transfers from other elementary schools.

When assigning these students to grade 2 seats, including assignments from wait lists, the usual factors will be considered, including the registration period when the students applied, priorities, and their random number. Exceptions may include program seats for English Learners, services for some students with disabilities, and middle school-age students because some East Boston elementary schools have pathways to middle schools in Charlestown.

- **East Boston/Non-East Boston priority**

Due to its unique location, East Boston general education students beginning in K2 have a guarantee to an assignment in East Boston, if they so choose.

- Customized lists for East Boston students will include all

schools in East Boston. East Boston residents are given a priority over non East Boston applicants to those seats. These customized lists will also include some schools outside of East Boston, but the priority would not apply for these schools.

- Since this limits access for non-East Boston residents who may have East Boston Schools on their lists as well, these students will have priority to the remaining schools on their lists over East Boston students.

- **Random numbers**

The computer gives each application a random number. Random numbers are used to break “ties” between students who have the same priorities for the school.

How does this work? Let’s say there is one seat left for K2 at the Kenny School. All applicants with sibling have been assigned. Three additional students, all without sibling priority, listed the Kenny as their first choice. The student with the lowest (“best”) random number will be assigned.

## Student Records

**T**he **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/advisory/cmr23qanda.html?section](http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section)

## 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

## Student Records (continued)

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: [bostonpublicschools.org/request-transcript](http://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: [bostonpublicschools.org/request-transcript](http://bostonpublicschools.org/request-transcript) and mail it to: OIIT, attention Charles Childress  
Boston Public Schools  
2300 Washington St., Roxbury MA 02119  
or fax to: 617-635-9164
- ➔ Request a student transcript online at: [bpsma.scribder.com](http://bpsma.scribder.com)

### 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 is 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 federal 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 Military and Higher Education Recruiters" online at [www.bostonpublicschools.org/contact](http://www.bostonpublicschools.org/contact).
  - Submit your request in writing to the school principal or headmaster by written note or email. Since recruiters generally request this information early in the school year, you must submit your request by September 28, 2018 to avoid being solicited.

#### 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.

- 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 complete the section "Release of Information to Charter Schools" online at [www.bostonpublicschools.org/contact](http://www.bostonpublicschools.org/contact).
- 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 28, 2018.

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/news/news.aspx?id=3063](http://www.doe.mass.edu/news/news.aspx?id=3063)



## Student Records (continued)

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

**G**raduation 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 (180<sup>th</sup>) 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

**B**oston 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.

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

**A**ll 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 (Punctuality).

It is the policy of the Boston School Committee (approved May 24, 2006) that tardy students must be permitted to enter the school building and not excluded. 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

**M**iddle schools and high schools assign lockers to each student to store their school supplies and personal belongings. Lockers are not available for middle school students in some K-8 schools. 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 has a right to search lockers and any personal items inside the locker (such as coat pockets).

## Student Lockers (continued)

School staff inspects 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.

- ❶ 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.
- ❷ 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.
- ❸ Cell phones must not be visible during the school day.
- ❹ 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. Some K–8 schools may request to have one type of marking period for all grade levels. You will find the marking periods for 2018–2019 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.

# BPS Policies

## Report Cards (continued)

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/SIS](http://bostonpublicschools.org/SIS). 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 (MIAA), 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: [malegislature.gov/Laws/GeneralLaws/PartI/TitleXVI/Chapter111/Section222](http://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](http://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 [bostonpublicschools.org](http://bostonpublicschools.org)
  - City of Boston website [cityofboston.gov/snow](http://cityofboston.gov/snow) ★
- ★ Sign up to be notified of snow emergencies, parking bans, and school cancellations by phone or email.

### Athletic Opportunities at BPS

**Fall**- Cross Country, Cheerleading, Football, Soccer, Volleyball

**Winter**- Basketball, Ice Hockey, Indoor Track, Swimming, Wrestling

**Spring**- Baseball, Outdoor Track & Field, Softball, Volleyball, Tennis



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.

## 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 plan documenting opportunities for students to take leadership roles within classrooms and the broader school community. The student engagement plan can be a component of or built into the Family Engagement Plan included in the Quality School Plan for each school. 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. See Student Government Circular FAM-3.

**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



## Student Engagement and Governance (continued)

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 includes a complete list. Learn about student rights and responsibilities at this website: [www.bostonstudentrights.org](http://www.bostonstudentrights.org)

➔ For more information, Maria Ortiz 617-635-9442

## 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.

## 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. All water sources used for drinking, food preparation, or medical services will be tested annually. For more information about water safety and availability, contact the Health and Wellness Department, 617-635-6643, or visit [bostonpublicschools.org/water](http://bostonpublicschools.org/water).



## 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.

## Expectant and Parenting Student Policy

Expectant and parenting students have academic and other education rights outlined in Superintendent's Circular SUP-21 to help students who are expectant and parenting to complete all course requirements at their home school. As part of this policy, all schools with any grades 6-12 must appoint a liaison for the Expectant and Parenting Student Policy who is responsible for communicating about the policy within the school community.



# More Resources for Families

## The Elementary and Secondary Education Act

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of President Lyndon Johnson's War on Poverty. The act provides millions of dollars nationwide to support primary and secondary education. It emphasizes equal access to education, establishes high standards and accountability, and aims to close the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. The U. S. government has reauthorized the act periodically since 1965.

The reauthorization of ESEA by President George W. Bush in 2001 was known as the **No Child Left Behind Act**. NCLB set high academic standards but had very strict requirements. Over the years, it became increasingly difficult for schools and educators to meet those requirements. In 2010, the Obama administration joined a call from educators and families to replace NCLB with a better law that focused on the goal of fully preparing all students for success in college and careers. In 2015, President Obama signed the new **Every Student Succeeds Act (ESSA)**.

### What is the Every Student Succeeds Act?

ESSA includes provisions that will help to ensure success for students and schools and ensure opportunity for all of America's students. ESSA...

- holds all students to high academic standards
- prepares all students for success in college and career
- provides more children access to high quality preschool
- guarantees that steps are taken to help students, and their schools, improve
- reduces the burden of testing while maintaining annual information for parents and students
- promotes local innovation and invests in what works

ESSA includes nine 'Titles,' most of which provide funding to states and school districts. The biggest is **Title I**, which funds



programs to improve the academic achievement of disadvantaged students. In return for funding, states and school districts must comply with requirements of the law. ESSA gives states more flexibility than NCLB did to set their standards for measuring school and student performance.

### How will ESSA affect the Boston Public Schools?

The Massachusetts plan for school accountability and support required by the Every Student Succeeds Act (ESSA) was approved by the U.S. Department of Education in April 2018. Since then, DESE has been developing the details. This new system for district and school accountability and assistance will impact accountability and support placed on Boston Public Schools and on BPS as a district beginning in 2018. More information about this new accountability system will become available at DESE's District and School Accountability website [www.doe.mass.edu/accountability/](http://www.doe.mass.edu/accountability/).

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## School Accountability

BPS schools are held accountable by DESE for student outcomes for all students in their school. These outcomes include how well students perform on English, math, and science standardized tests; how much their test scores improve in English and math; how much progress students make towards becoming proficient in English; and the percentage of students considered chronically absent (missing 10% or more of days enrolled). These factors apply to all schools, but high schools have additional outcomes they are responsible for including high school graduation rate, extended engagement rate, annual dropout

rate, and the percentage of students who complete advanced coursework such as Advanced Placement classes.

Due to the planned implementation of ESSA in Massachusetts, schools will no longer be placed into the accountability and assistance levels (Levels 1 to 5). These level classifications will be replaced with accountability categories that better define the progress that schools are making and the type of support or assistance they may receive from DESE. Category names will be finalized and schools will be placed in the new categories in Fall 2018.

# 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?

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 statewide tests for English Language Arts and math
- how different groups did on those tests:
  - students from different racial and ethnic groups
  - students eligible for free and reduced lunch
  - students with limited English proficiency
  - students in special education classes
- the percentage of students in each of the subgroups that took the tests
- how the school district and the state did overall on the 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 parent-friendly and give information in an easy-to-understand way. Ask the school principal if you do not understand something on the report card.

# Teacher Quality

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

## 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:

- whether the teacher meets the state teaching standards for the grades and subjects he or she teaches
- whether the teacher is teaching under emergency status because of special circumstances
- what the teacher's major in college was

- whether the teacher has any advanced degrees and in what areas of study
- whether 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.)

## What are the qualifications for 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?

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.

# Parent Engagement Policy

**P**arents are important to their children's success in school. 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?

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 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 supports 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 create the compact together. (For more details on the compact, please see page 55, "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.



# 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 improve outcomes for all students.

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.





# English Learners

If you are the parent of an English learner (EL), you can expect that:

- Your child's level of English will be tested each year until they become proficient. You will receive the language assessment report every year.
- 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 Learners," for information on the different EL programs offered in the BPS.
- EL programs for students with disabilities should also meet the needs of their Individualized Education Programs (IEPs).
- In addition to learning English, your child should be taught the same content as all other students in mathematics, history, and other subjects.
- The information you get should be easy to understand. Information about your child's academic progress, special education or other education services, health and safety, and other essential information should be available in the language you know best.
- For more information on your rights to translation and interpretation services, please contact the school leader or visit the BPS Translation and Interpretation website at [www.bostonpublicschools.org/Page/5890](http://www.bostonpublicschools.org/Page/5890)



## School-Community Partnerships - Identifying and Accessing Quality Partner Programs

**What types of programs do School-Community Partners offer to BPS students and families?**

There are more than 800 School-Community Partners running programs within the Boston Public Schools. These programs offer a wide range of services and opportunities for students that include arts, physical activity, academic enrichment, and much more.

**Where can I learn about these programs?**

Visit [partnerbps.org](http://partnerbps.org), the Boston Public School's online platform, to access and search for information about School-Community Partners and the programs they offer.

**What are some factors to consider before beginning my search on the website?**

There are many factors to consider when searching for programs that you may be interested in for your child or family. A few questions to start you off might be: What kind of activities does your child like to do? Where do you want the program to be located? What time of day do you want the program to occur? What is your budget for enrolling in this program?

**How do I use PartnerBPS to search for Programs offered at my school and within BPS?**

- 1 Visit [PartnerBPS.org](http://PartnerBPS.org)

- 2 Click the "Search Schools" button on the Homepage to find your school. Learn about programs that are offered there and print a list of partnerships that are offered to students and families that attend this school.
- 3 Click the "Search Programs" button to learn about programs available throughout BPS that meet the interests you have identified.

**What are some ways that I can enroll in programs that I find on PartnerBPS.org or bring them to my child's school?**

Programs are often looking to expand their reach within the Boston Public Schools. If you find one that you are interested in, feel free to reach out to the program contact listed on PartnerBPS to learn how to enroll. Even if programs are not at your school currently, many will be happy to talk to you about possible partnership. You can also reach out to your school directly to discuss how to help establish new partnerships.

**Who do I contact with questions?**

If you encounter questions while using the site or identifying programs offered by School-Community Partners, please use the Help section of PartnerBPS to find userguides and answers to frequently asked questions or email The Office of Engagement, School-Community Partnerships at [partnerbps@bostonpublicschools.org](mailto:partnerbps@bostonpublicschools.org)

## Organizations that Provide Parent Training and Professional Development

Organization	Website & Phone	Type of Training Available
<b>Action for Boston Community Development (ABCD)</b>	<a href="http://bostonabcd.org">bostonabcd.org</a> 617-348-6000	A range of resources for families in Boston, including Head Start, youth programs, job training skills, and housing.
<b>American Student Assistance College Planning Centers</b>	<a href="http://asa.org/for-students/college-planning/">asa.org/for-students/college-planning/</a> 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.
<b>Boston After School &amp; Beyond</b>	<a href="http://bostonbeyond.org">bostonbeyond.org</a>	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.
<b>Boston Career Link</b>	<a href="http://bostoncareerlink.org">bostoncareerlink.org</a> 617-541-1400	One-stop career center, workforce development, and employment services.
<b>Boston Centers for Youth and Families (Community Centers)</b>	<a href="http://cityofboston.gov/bcyf">cityofboston.gov/bcyf</a> 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.
<b>Boston Chinatown Neighborhood Center</b>	<a href="http://bcnc.net">bcnc.net</a> 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.
<b>BPS Adult Education</b>	<a href="http://bostonpublicschools.org/Domain/189">bostonpublicschools.org/Domain/189</a> 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.
<b>BPS Countdown to Kindergarten</b>	<a href="http://countdowntokindergarten.org">countdowntokindergarten.org</a> 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.
<b>BPS District English Language Advisory Committee (DELAC)</b>	<a href="http://bostonpublicschools.org/Page/4656">bostonpublicschools.org/Page/4656</a> 617-635-9435	A new multicultural, multiethnic, parent-led committee comprised of English Learner (EL) parents and community members whose task will be to provide recommendations to school and district officials regarding programs and services for EL students.
<b>BPS Family Literacy Program/Adult Learning Center</b>	<a href="http://bostonpublicschools.org/Page/4486">bostonpublicschools.org/Page/4486</a> 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.
<b>BPS Office of Engagement</b>	<a href="http://bostonpublicschools.org/engagement">bostonpublicschools.org/engagement</a> 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.
<b>BPS Parent University</b>	<a href="http://bostonpublicschools.org/parentuniversity">bostonpublicschools.org/parentuniversity</a> 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, ESL, and computer literacy.
<b>BPS Special Education and Student Services</b>	<a href="http://bostonpublicschools.org/Domain/195">bostonpublicschools.org/Domain/195</a> 617-635-8599	Services for students with and without disabilities and support for families, including counseling, homeless students, and more.

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

Organization	Website & Phone	Type of Training Available
<b>BPS Special Education Parent Advisory Council</b>	bostonspedpac.org 617-297-7335	Support, training, and advocacy for families of BPS students in special education programs.
<b>BPS Tech Goes Home (TGH)</b>	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 \$50 and sign up for low-cost home Internet service.
<b>City Connects</b>	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.
<b>Citywide Parent Council (CPC)</b>	citywideparentcouncil.org	Elected parent group representing all schools at BPS. Technical assistance, advocacy services, training, support, and resources for BPS parents.
<b>Cradles to Crayons</b>	617-779-4727 knorth@cradlestocrayons.org	Cradles to Crayons provides individually tailored packages for children birth through age 12 who meet income eligibility requirements. KidPacks contain essential items such as clothing, footwear, school supplies, diapers, warm winter coats, and more. All items provided by Cradles to Crayons are free of charge.
<b>Dudley Street Neighborhood Initiative (DSNI)</b>	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.
<b>East Boston Ecumenical Community Council</b>	ebecc.org 617-567-2750	(English/Spanish)Support for Latino immigrants of all ages including English language instruction, education, services, advocacy, community organizing, and leadership development.
<b>EDCO Collaborative</b>	edcollab.org 617-738-5600	Full academic program, counseling and support services, and part-time employment for school dropouts, non-attendeess, and other at-risk students.
<b>English for New Bostonians</b>	englishfornewbostonians.org 617-982-6861	ENB's ESOL for Parents and Caregivers Initiative delivers customized ESOL instruction for adult immigrant parents of BPS students.
<b>Families First</b>	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.
<b>Family Nurturing Center of Massachusetts</b>	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.
<b>Federation for Children with Special Needs</b>	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.
<b>JVS Boston</b>	jvs-boston.org 617-399-3100	Workforce development; employment services for refugees; GED; job training including for those who have no post-high school education; preparation for certification in biotechnology, nursing, and pharmacy.
<b>La Alianza Hispana</b>	laalianza.org 617-427-7175	(English and Spanish)Family counseling and support services, English Learning, adult and elder services, adult education and job training, after-school program

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

Organization	Website & Phone	Type of Training Available
<b>Massachusetts Advocates for Children</b>	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; advocacy for autism, Boston school reform, special education, coping with trauma, and positive school discipline.
<b>Massachusetts Society for the Prevention of Cruelty to Children (MSPCC)</b>	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, education, and resources to help parents manage the challenges of raising children who are coping with mental health concerns; support groups, trainings and workshops, along with family centered activities and programs.
<b>National Alliance for Mental Illness (NAMI) Massachusetts</b>	nami.org 617-580-8541	Free 12-week Family-to-Family courses for family caregivers of individuals of all ages living with mental illness; Connection weekly recovery support group for people living with mental illness.
<b>Parents Forum</b>	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.
<b>Project Hope</b>	prohope.org 617-442-1880	Multi-service agency providing low-income and homeless women with children with access to education, jobs, housing, and emergency services.
<b>ReadBoston</b>	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.
<b>Urban League of Eastern Massachusetts</b>	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.
<b>Urban Partnership Resources &amp; Information on Disability and Education (Urban PRIDE)</b>	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.
<b>WAITT House</b>	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

### Samuel Adams Elementary School

Joanna McKeigue Cruz, Principal  
165 Webster Street, East Boston 02128  
617-635-8383  
adams@bostonpublicschools.org

### Dante Alighieri Elementary Montessori School

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

### Harriet A. Baldwin Early Learning Pilot Academy

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

### Phineas Bates Elementary School

Rodolfo Morales, Principal  
426 Beech Street, Roslindale 02131  
617-635-8064  
bates@bostonpublicschools.org

### Ludwig van Beethoven School (K1-2)

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

### William Blackstone Elementary School

Jamel Adkins-Sharif, Principal  
380 Shawmut Avenue, Boston 02118  
617-635-8471  
blackstone@bostonpublicschools.org

### Boston Teachers Union K-8 Pilot School

Lindsay Chavez and Yolette Ibokette, Lead Teachers  
25 Walk Hill Street, Jamaica Plain 02130  
617-635-7717  
btuschool@bostonpublicschools.org

### Manassah E. Bradley Elementary School

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

### William Ellery Channing Elementary School

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

### James J. Chittick Elementary School

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

### Roger Clap Elementary School

Carolyn Allston, Interim Principal  
35 Harvest Street, Dorchester 02125  
617-635-8672  
clap@bostonpublicschools.org

### James F. Condon K-8 School

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

### George H. 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

### Paul A. Dever Elementary School

Todd Fishburn, 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

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

### Thomas A. Edison K-8 School

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

### John Eliot K-8 School

Traci Walker Griffith, Principal  
K-4: 16 Charter Street, Boston 02113  
5-8: 173 Salem Street, Boston 02113  
617-635-8545  
eliot@bostonpublicschools.org

### David A. Ellis Elementary School

Lem Ivy, Principal  
302 Walnut Avenue, Roxbury 02119  
617-635-8257  
ellis@bostonpublicschools.org

### Dr. Catherine Ellison/Rosa Parks Early Education School

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

### Edward 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

### Sarah Greenwood K-8 School

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

### Henry Grew Elementary School

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

### Curtis Guild Elementary School

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

### Nathan Hale Elementary School

Romaine Mills-Teque, Principal  
51 Cedar Street, Roxbury 02119  
617-635-8205  
hale@bostonpublicschools.org

### Dennis C. Haley Elementary 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

### Rev. Dr. Michael E. Haynes Early Education Center

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

# Elementary and K–8 Schools (continued)

## Dr. William W. 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

## James W. Hennigan School (K-6)

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

## Rafael Hernández K-8 School

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

## Henry L. Higginson Elementary 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

## Oliver W. Holmes Elementary School

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

## Joseph J. Hurley K-8 School

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

## Jackson/Mann K-8 School

Anita Moore, Interim Principal  
40 Armington Street, Allston 02134  
617-635-8532  
jackson-mann@bostonpublicschools.org

## John F. Kennedy Elementary School

Christine Copeland, Principal  
7 Bolster Street, Jamaica Plain 02130  
617-635-8127  
jkennedy@bostonpublicschools.org

## Patrick J. Kennedy Elementary School

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

## Thomas J. Kenny Elementary School

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

## Joyce Kilmer K-8 School

Kimberly Williams, 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

## Martin Luther King Jr. K-8 School

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

## Lee Academy (K0-3)

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

## Joseph Lee K-8 School

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

## Patrick F. Lyndon K-8 Pilot School

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

## Mary Lyon K-8 School

Dan Mulvey, Interim Principal  
50 and 95 Beechcroft Street, Brighton 02135  
617-635-7945  
lyon@bostonpublicschools.org

## Joseph P. Manning Elementary School

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

## Samuel W. Mason Elementary School

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

## Mather Elementary School

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

## Mattahunt Elementary School

Walter Henderson, Principal  
100 Hebron Street, Mattapan 02126  
617-635-8792  
mattaphanearelyelementaryschool@  
bostonpublicschools.org

## Donald McKay K-8 School

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

## Ellis Mendell Elementary School

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

## Mildred Avenue K-8 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

## Wolfgang Amadeus Mozart Elementary School

Michael Baulier, Interim Principal  
236 Beech Street, Roslindale 02131  
617-635-8082  
mozart@bostonpublicschools.org

## Richard J. Murphy K-8 School

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

## Hugh R. O'Donnell Elementary School

Emily Berman, Principal  
33 Trenton Street, East Boston 02128  
617-635-8454  
odonnell@bostonpublicschools.org

## Dr. William H. Ohrenberger School (3-8)

Sonie Felix, Acting Principal  
175 West Boundary Road, West Roxbury 02132  
617-635-8157  
ohrenberger@bostonpublicschools.org

## Orchard Gardens K-8 School

Doris Venditti, Acting Principal  
906 Albany Street, Roxbury 02119  
617-635-1660  
orchardgardens@bostonpublicschools.org

## James Otis Elementary School

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

## Michael J. Perkins Elementary School

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

## Oliver Hazard Perry K-8 School

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

## Elementary and K–8 Schools (continued)

### John D. Philbrick Elementary School

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

### Josiah Quincy Elementary School

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

### Franklin D. Roosevelt Elementary School (K1-8)

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

### William E. Russell Elementary School

Derrick Ciesla, Interim Principal  
750 Columbia Road, Dorchester 02125  
617-635-8803  
russell@bostonpublicschools.org

### Pauline A. Shaw Elementary School

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

### Charles Sumner Elementary School

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

### Charles H. Taylor Elementary School

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

### Maurice J. Tobin K–8 School

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

### William Monroe Trotter School

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

### Joseph P. Tynan Elementary School

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

### Mario Umana Academy

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

### UP Academy Charter School of Dorchester

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

### UP Academy Holland

Hillary Casson, 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

### F. Lyman Winship Elementary School

Monakatellia Ford, Principal  
54 Dighton Street, Brighton 02135  
617-635-8399  
winship@bostonpublicschools.org

### John Winthrop Elementary School

Leah Blake McKetty, Principal  
35 Brookford Street, Dorchester 02125  
617-635-8379  
winthrop@bostonpublicschools.org

### Young Achievers School of Science and Math

Sean Guthrie, Principal  
20 Outlook Road, Mattapan 02126  
617-635-6804  
youngachievers@bostonpublicschools.org

## Middle Schools

### Henry Dearborn 6-12 STEM Academy

Please see page 63.

### Clarence R. Edwards Middle School

Laryssa Doherty, Principal  
28 Walker Street, Charlestown 02129  
617-635-8516  
edwards@bostonpublicschools.org

### Lilla G. Frederick Pilot Middle School

Pauline Lugira, Principal  
270 Columbia Road, Dorchester 02121  
617-635-1650  
frederick@bostonpublicschools.org

### Dr. William W. Henderson K-12 Inclusion School

Please see page 61.

### Washington Irving Middle School

Jomila Smith, Principal  
105 Cummins Highway, Roslindale 02131  
617-635-8072  
irving@bostonpublicschools.org

### John W. McCormack Middle School

Elvis Henriquez, Principal  
315 Mt. Vernon Street, Dorchester 02125  
617-635-8657  
mccormack@bostonpublicschools.org

### Josiah Quincy Upper School (6–12)

Please see page 63.

### TechBoston Academy (6–12)

Please see page 63.

### James P. Timilty Middle School

T'Sheba Martin, Principal  
205 Roxbury Street, Roxbury 02119  
617-635-8109  
timilty@bostonpublicschools.org

### UP Academy Charter School of Boston

Katherine Buckland, Principal  
215 Dorchester Street, South Boston 02127  
617-635-8819  
UPAcademy@bostonpublicschools.org

# High Schools

## Another Course to College

Michele Pellam, Headmaster  
612 Metropolitan Avenue, Hyde Park 02136  
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  
11 Charles Street, Dorchester 02122  
617-635-6470  
artsacademy@bostonpublicschools.org

## Boston Community Leadership Academy

Francine Locker, 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, Headmaster  
100 Maxwell Street, Dorchester 02124  
617-635-9373  
bihs@bostonpublicschools.org

## Boston Latin Academy

Chimdi Uchendu, Headmaster  
205 Townsend Street, Dorchester 02121  
617-635-9957  
academy@bostonpublicschools.org

## Boston Latin School

Rachel Skerritt, Headmaster  
78 Avenue Louis Pasteur, Boston 02115  
617-635-8895  
latin@bostonpublicschools.org

## Brighton High School

Robert Rametti, Headmaster  
25 Warren Street, Brighton 02135  
617-635-9873  
brighton@bostonpublicschools.org

## Jeremiah E. 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

Robin Lee, Headmaster  
11 Charles Street, Dorchester 02122  
617-635-8950  
CASH@bostonpublicschools.org

## Henry Dearborn 6-12 STEM Academy

Dana Brown, Headmaster  
36 Winthrop Street, Roxbury 02119  
617-635-8412  
dearborn@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

Caitlin Murphy, Headmaster  
144 McBride Street, Jamaica Plain 02130  
617-635-8979  
english@bostonpublicschools.org

## Excel High School

Renee McCall, Headmaster  
95 G Street, South Boston 02127  
617-635-9870  
excel@bostonpublicschools.org

## Fenway High School

Geoffrey Walker, Headmaster  
67 Alleghany Street, Roxbury 02120  
617-635-9911  
fenway@bostonpublicschools.org

## Greater Egleston Community High School

Julie Coles, Headmaster  
80 School Street, Roxbury 02119  
617-635-6429  
egleston@bostonpublicschools.org

## Dr. William W. Henderson K-12 Inclusion School

Please see page 61.

## Edward M. 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

## Mary Lyon Pilot High School

Jean-Dominique Anoh, Headmaster  
95 Beechcroft Street, Brighton, MA 02135  
617-635-8351  
lyon@bostonpublicschools.org

## Madison Park Technical Vocational High School

Kevin McCaskill, Executive Director  
Brett Dickens, Headmaster  
75 Malcolm X Boulevard, Roxbury 02120  
617-635-8970  
madison@bostonpublicschools.org

## Margarita Muñoz 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

## John D. O'Bryant School of Mathematics and Science

Tanya Freeman-Wisdom, Headmaster  
55 Malcolm X Boulevard, Roxbury 02120  
617-635-9932  
obryant@bostonpublicschools.org

## Josiah Quincy Upper School (6–12)

Richard Chang and Stephen Cirasuolo, Co-headmasters  
152 Arlington Street, Boston 02116  
617-635-8940  
quincyupper@bostonpublicschools.org

## Muriel S. 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

Darlene Marciano, Headmaster  
1205 VFW Parkway, West Roxbury 02132  
617-635-8930  
urbanscience@bostonpublicschools.org

## West Roxbury Academy

Jerleen John, Headmaster  
1205 VFW Parkway, West Roxbury 02132  
617-635-8935  
westroxburyacademy@bostonpublicschools.org



# Special Schools and Programs

## ABCD University High School

Sherann Jackson, Director  
Action for Boston Community Development, Inc  
575 Warren Street  
Dorchester 02121  
617-357-6000 x 520 or 521  
sjackson6@bostonpublicschools.org

## Boston Collaborative High School

Sherri Neasman, Principal  
60 Hawthorne Street, Roslindale 02131  
617-635-8035  
sneasman@bostonpublicschools.org

## William E. Carter School

Mark O'Connor, Principal  
396 Northampton Street, Boston 02118  
617-635-9832  
carter@bostonpublicschools.org

## College Bound Middle School

Natalia Rosa-Sosa, Director  
275 East Cottage Street  
Dorchester 02125  
617-506-5972  
nrosa@collegebounddorchester.org

## Community Academy

Rayna Briceno, Headmaster  
25 Glen Road, Jamaica Plain 02130  
617-635-7734  
commacad@bostonpublicschools.org

## Edco Youth Alternative

Ajay Trivedi, Director  
650 Beacon Street  
Boston 02215  
617-262-9562  
atrivedi@edcollab.org

## Roland Hayes School of Music

Greg Gazzola, Program Director  
55 Malcolm X Boulevard, Roxbury 02120  
617-635-8973  
rolandhayes@bostonpublicschools.org

## Log-On Academy

Sherri Neasman, Principal or Carlos Diaz  
60 Hawthorn street  
Roslindale 02131  
617-635-8035  
sneasman@bostonpublicschools.org  
cdiaz@bostonpublicschools.org

## Horace Mann School for the Deaf and Hard of Hearing (PreK-12)

Maritza Ciliberto, Principal  
40 Armington Street, Allston 02134  
617-635-8534  
hmann@bostonpublicschools.org

## William McKinley Schools

Velevia 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. Marys Street, Boston 02215  
617-635-9853  
mckmid@bostonpublicschools.org

## McKinley Prep 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, Headmaster  
100 Maxwell Street, Dorchester 02124  
617-635-7993  
newcomers@bostonpublicschools.org

## William J. Ostiguy High School

Roger Oser, Director  
Action for Boston Community Development, Inc.  
19 Temple Place  
Boston 02111  
617-348-6730  
roger.oser@bostonabcd.org

## Otro Camino

Sherri Neasman, Principal or Carlos Diaz  
60 Hawthorne  
Roslindale 02131  
617-635-8035  
sneasman@bostonpublicschools.org  
cdiaz@bostonpublicschools.org

## Re-Engagement Center

Gail Forbes-Harris, Director  
Madison Park Complex  
55 Malcolm X Blvd., Roxbury 02120  
617-635-2273

## Succeed Boston

Formerly Counseling and Intervention Center  
Jodie Elgee, Senior Director  
515 Hyde Park Avenue, Roslindale 02131  
617-635-8123  
cic@bostonpublicschools.org

## St. Mary's Alternative School

Sherri Neasman, Principal or Carlos Diaz  
90 Cushing Avenue  
Dorchester 02125  
617-635-8035  
sneasman@bostonpublicschools.org  
cdiaz@bostonpublicschools.org

# 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/ Dearborn STEM ★

617-534-9954

## Charlestown High School

North End Waterfront Health  
617-643-8000

## Gardner Pilot Academy

Charles River Community Health Center  
617-783-0500

## Jackson/Mann K-8 School

Charles River Community 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 Community 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 at BPHC  
617-534-5198

[schoolhealth@bphc.org](mailto:schoolhealth@bphc.org)

[bphc.org/programs](http://bphc.org/programs) > Child Adolescent & Family Health

# 2018-2019 Report Card Schedule

## Kindergarten–Grade 5<sup>▲</sup>

	Fall (Grades 1-5 only)	Winter (K-Grade 5)	Spring (K-Grade 5)
Term	September 6, 2018 - November 30, 2018	December 3, 2018 - March 15, 2019	March 18, 2019 - June 18, 2019
Distribute Report Cards	Week of December 10	Week of March 25	Week of June 17 ★

▲ Includes kindergarten–grade 5 in K–8 schools.

### EXCEPTIONS:

- ▶ Kindergarten students do not receive a Fall report card.
- ▶ Boston Teachers Union, Curley, King, and Young Achievers Math & Science schools grade on three marking terms for grades 1-8.

## Grades 6–12<sup>♢</sup>

	Period 1	Period 2	Period 3	Period 4 Grades 6–11	Period 4 Grade 12
Term	Sept. 6, 2018 - Nov. 9, 2018	Nov. 13, 2018 - Feb. 1, 2019	Feb. 4, 2019 - April 12, 2019	April 22, 2019 - June 18 ★, 2019	April 22, 2019 - June 4, 2019
Progress Reports	October 10	December 19	March 13	May 21 ★	
Distribute Report Cards	November 15	February 7	April 25	Last day of school	Last day of school

♢ Includes grades 6-8 in K-8 schools except Boston Teachers Union, Curley, King, and Young Achievers.

### EXCEPTION:

- ▶ Greater Egleston High School grades on three marking terms.

★ The last marking period will be adjusted in Spring 2019 after the last day of school is established.





**CHARLESTOWN**

**E. BOSTON**

**ALLSTON - BRIGHTON**

**FENWAY-KENMORE**

**S. BOSTON**

**S. END**

**JAMAICA PLAIN**

**ROXBURY**

**ROSLINDALE**

**MATTAPAN**

**W. ROXBURY**

**HYDE PARK**

**LEGEND**

- EEC / ELC
- Elementary School
- K-8 School
- K-12 School
- Grades 6/7 - 12
- Middle School
- High School
- Special Population