

# FAMILY HANDBOOK



**Joyce Kilmer School**

K-8

**Lower School**

35 Baker Street  
West Roxbury, MA 02130  
(617) 635-8060

**Upper School**

140 Russett Road  
West Roxbury, MA 02130  
(617) 635-6855

**[www.kilmerschool.org](http://www.kilmerschool.org)**

## *Trees*

*I think that I shall never see  
A poem as lovely as a tree.*

*A tree whose hungry mouth is prest  
Against the sweet earth's flowing breast;*

*A tree that looks at god all day,  
And lifts her leafy arms to pray;*

*A tree that may in summer wear  
A nest of robins in her hair;*

*Upon whose bosom snow has lain;  
Who intimately lives with rain.*

*Poems are made by fools like me,  
But only god can make a tree.*

*--Joyce Kilmer (1913)*

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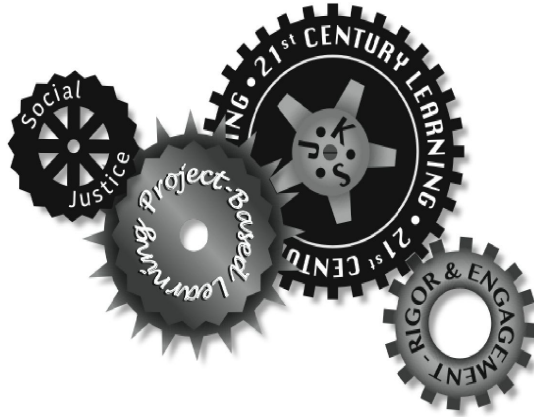
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## *A Message from Principal Cramer*



### **Our Vision**

All of the stakeholders of the Kilmer Community have helped to develop the Kilmer Vision. It has been an exciting and thoughtful endeavor! We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment.

The Kilmer has historically had the reputation of being a high performing school. This vision aims to amalgamate our high scores with engaging and dynamic practices that will motivate learners. In this way, students are not only prepared for standardized tests, but they are prepared for a 21<sup>st</sup> century, global society.

We embrace the concepts of cooperative learning. Varied working groups and collaborative structures are incorporated into teaching that encourage students to listen and learn from each other. Lessons are planned where student motivation and standards-based learning objective are simultaneously measured.

Over the next 2 years, we will strive to be able to say that the teaching and learning at the Kilmer is:

➤ **Rigorous *and* engaging**

- Planned with learning styles in mind for the 21<sup>st</sup> century
- Developed with a strong social justice focus
- Project-based Learning (PBL) for all students

### **Inclusion**

At the Kilmer, we are committed to inclusive practices. Currently, we have an inclusion strand of classes, where students with special needs and students without identified needs are integrated into one classroom. These classrooms have a highly qualified, dual-certified teacher, as well as a para-professional, to provide support.

Our plan is to continue to grow and groom our inclusive practices. The district and the nation is calling for more inclusion programming, and we are balancing this need with a strategic and thoughtful approach to the specific needs of our community.

### **Highly Specialized Strand for Students with Autism Spectrum Disorders**

Our Highly Specialized Program for Students diagnosed with Autism Spectrum Disorder (ASD) is designed for students requiring a systematic teaching approach. The program is based on research-based approaches to teaching and behavior intervention, such as Applied Behavior Analysis (ABA), and Picture Exchange Communication System (PECS). Skills are broken down, repeated often, and performance is reinforced to maximize the acquisition of skills. Students are given opportunities for inclusion with their age appropriate peers throughout the day with varying degrees of support.

The inclusion classrooms and inclusion opportunities have been at the heart of what it means to be a real community.

### **Core Values**

**Empathy, Respect and Responsibility** are our established core values. Sharing these values further defines what it means to be part of the Kilmer.

We hold each other accountable to these attributes in multiple ways.

- As Kilmer staff, we seek to understand and share another person's experiences, thoughts and emotions, and look to how that can better our own teaching
- As Kilmer staff, we value and appreciate diversity and demonstrate mutual respect for our parents, teachers, support staff and students as one community
- As Kilmer staff, we take ownership of our behavior as individuals, encourage independent learning and empower students to embrace responsibility

This Handbook is not only meant to be a support for families, but also intended to be a supplement to the annually published policies created by the Office of the Superintendent, specific to the Kilmer Community. Both sets of handbooks should complement each other and go hand in hand.

Finally, if there is anything I can do to be of assistance to you in making this a successful school year, I encourage you to let me know.

I know when I speak for all the staff at the Kilmer; we are looking forward to a great year of rigor, engagement, and learning at the Kilmer School!

*In Partnership,*

*Jenna Cramer  
Principal*



## *General Contact Information & Hours of Operation*

General email: [kilmer@bostonpublicschools.org](mailto:kilmer@bostonpublicschools.org)

### **Lower School**

*35 Baker Street  
West Roxbury MA 02132*

### **Administrative Assistant: Patricia Ford**

Main Office: (617) 635-8060  
Fax: (617) 635-8063

### **Upper School**

*140 Russett Road  
West Roxbury MA 02132*

### **Front Office Support: Denise Moore**

Main Office: (617) 635-6855  
Fax: (617) 635-6690

### **Hours of Operation (Both Sites)**

AM Arrival begins at 9:20am

Instruction begins at 9:30am

Afternoon Dismissal is at 3:30pm

## Student Demographics and Numbers 2016 -2017

Total combined enrollment	471 students 225 @ Lower 246 @ Upper
Students with disabilities	21%
English Language Learners (ELL)	11%
Student mobility rate: <i>% of students who moved in or out of the school during the school year</i>	5.7%
Core academic courses taught by “highly qualified teachers” <i>those with a bachelor’s degree, full state certification or licensure, and subject matter competency</i>	97.4%
Student: teacher ratio: <i># of student per teacher</i>	17:1

Languages spoken by staff:	English, Spanish
Uniform Policy	No Uniform

## Lower School Staffing 2016 -2017

<b><u>Grade</u></b>	<b><u>General Education</u></b>	<b><u>Inclusion Classroom</u></b>
<i>K0/K1</i>	<ul style="list-style-type: none"> <li>• <i>1 General Education Teacher</i></li> <li>• <i>1 paraprofessional</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>9 regular education students</i></li> <li>• <i>6 inclusion students</i></li> <li>• <i>1 Dual Certified Teacher</i></li> <li>• <i>1 paraprofessional</i></li> <li>• <i>1 inclusion paraprofessional</i></li> </ul>
<i>K2</i>	<ul style="list-style-type: none"> <li>• <i>1 General Education Teacher</i></li> <li>• <i>.5 paraprofessional</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>14 regular education students</i></li> <li>• <i>6 inclusion students</i></li> <li>• <i>1 Dual Certified Teacher</i></li> <li>• <i>.5 paraprofessional</i></li> <li>• <i>1 inclusion paraprofessional</i></li> </ul>
<i>Grade 1</i>	<ul style="list-style-type: none"> <li>• <i>1 General Education Teacher</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>14 regular education students</i></li> <li>• <i>6 inclusion students</i></li> <li>• <i>1 Dual Certified Teacher</i></li> <li>• <i>1 inclusion paraprofessional</i></li> </ul>
<i>Grade 2</i>	<ul style="list-style-type: none"> <li>• <i>2 General Education Classrooms</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>No Inclusion Class</i></li> </ul>
<i>Grade 3</i>	<ul style="list-style-type: none"> <li>• <i>2 General Education Teachers</i> <i>(1 per class)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>14 regular education students</i></li> <li>• <i>6 inclusion students</i></li> <li>• <i>1 Dual Certified Teacher</i></li> <li>• <i>1 paraprofessional</i></li> </ul>

<i>Highly Specialized Strand for Children with ASD K0-K2</i>		<ul style="list-style-type: none"> <li>• <i>1 Special Education Teacher (Moderate/Severe)</i></li> <li>• <i>1.5 paraprofessional</i></li> <li>• <i>ABA support as defined as IEP</i></li> </ul>
<i>Highly Specialized Strand for Children with ASD Grade 1-2</i>		<ul style="list-style-type: none"> <li>• <i>1 Special Education Teacher (Moderate/Severe)</i></li> <li>• <i>1.5 paraprofessional</i></li> <li>• <i>ABA support as defined as IEP</i></li> </ul>

### *Support Personnel for the Building*

*.5 HSS Autism Specialist    .5 Inclusion Specialist    1.0 ESL Teacher    1 Visual Art Teacher    .5 Physical Education Teacher*  
*.6 Resource Room/ESL    .6 Resource Room/ESL    1.0 Administrator    .5 Music Teacher*  
*1 Building Secretary    Suppt from Adjustment Counselor as needed    1.0 Building Paraprofessional Substitute    2.0 .5 Science Teacher*  
*1.0 Visual Art Teacher    .5 Music Teacher    .5 Physical Education Teacher*  
*.5 Science Teacher*

## **Joyce Kilmer Staff 2016 -2017**

Jenna Cramer	Principal
Danita Kelly-Brewster	Assistant Principal
Bonnie Paton	Coordinator of Special Education Services
Maureen Smith	Teacher-Leader/ESL
Jill Kindorf	Highly Specialized Strand for Children with Autism Specialist
Heather Shattuck	Inclusion Specialist
Aytul Farquharson	Teacher-Leader/Music
Kimberly Schindler	Teacher-Leader/Grade 5
<b>Lower School Staffing</b>	
Arndrea Wyche	K1 (Inclusion)
Jessica Kern	K1
Julie Windwalker	K0-K1 (Highly Specialized Strand for Children with Autism)
Aimee Francis	K2
Megan Joughin	K2 (Inclusion)

Chuck Roderick	K2-Grade 2 (Highly Specialized Strand for Children with Autism)
Jessica Pero	Grade 1
Kathleen Kearnan	Grade 1 (Inclusion)
Elizabeth Matlin	Grade 2
Tara Ettis	Grade 2
Paul Kearnan	Grade 3
Aleesha Pierre-Jules	Grade 3
Kelly Henderson	Grade 3 (Inclusion)
Nancy Zimbalist	Visual Arts
TBD	Music
Karen Feeny	Resource Room
Nicole Wiener	Resource Room
Heather Shattuck	Inclusion Specialist
Elizabeth Swanson	Occupational Therapy
Ann Ashford	Speech & Language
John Malamphy	Custodian
Cafeteria Manager	Linda Burke

<b>Upper School Staffing</b>	<b>Grade/Assignment</b>
Kathy Lundy	Grade 4
Mary Tricco	Grade 4
Colleen Cummings	Grade 5
Kimberly Schindler	Grade 5
LuAnn Silva	Grade 6 Math
Jim Heffron	Grade 6-8 History
Fernando Cleves	Grade 6-8 Science/Gr. 7 Math
Christa Von der Luft	Grade 6 -8 ELA
Lisa Burns	Grade 3-5 (Highly Specialized Strand for Children with Autism)
Aimee Smith-Munnely	Grade 6-8 (Highly Specialized Strand for Children with Autism)
Jamie Hirsch	Mental Health Councilor
Aytul Farquharson	Music
Leesha Boylan	Visual Art
Yolanda Davila-Cohen	Occupational Therapy
Gabrielle Ambrosino	Speech & Language
Katelyn Cassidy	Resource Room
Megan Dervin	Resource Room
Katie Collins	Resource Room
Deborah Hough	Cafeteria Manager
Mark Spolidoro	Adapted Physical Education
Jon Dunn	Custodian

### **Dual Building Support Staff**

Bonnie Paton	Coordinator of Special Education Services
Jill Kindorf	Highly Specialized Strand for Children with Autism Specialist
Shannon Wyman	Physical & Health Education
Phyllis Price	School Nurse
Ilana Achildiyev	School Psychologist
Maria Perez del Pulgar	Science
Maureen McCabe	Physical Therapy

### **Community On-Site Partners**

Joan Murray	Home for Little Wanderers Clinical Psychologist
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## Our Leadership Team

At the Kilmer, we have adopted a shared leadership approach to school management. This is a democratic approach that acknowledges that more teacher voice is powerful in promoting the academic and social components of the buildings.

This premise also allows for more accessibility of a leadership team member for parents and teachers. A parent or teacher can talk to anyone of these team members if an issue arises. In this way, families, students, and teachers are well supported.

Each member has a specified role as described below, but every member will be able to communicate and assist a teacher or parent at anytime.

### *All Leadership Team Members....*

- Participate in weekly meetings with a clear agenda and balanced objectives (instructional and managerial/operational)
- Address staff concerns/successes
- Oversee safety at arrival and dismissal, ensuring that all students are released to families or board buses as well as developing the school operational routines of the school including bus routines, walkers, and bus arrival and dismissal
- Ensure operational and managerial protocols are being implemented and adhered to (duty schedule, fire drills, contain drills, etc.)
- Assist in developing plans to support students with a social skills curriculum and see that positive behavioral supports are in place
- Collaborate with classroom teacher when the classroom behavioral system is not meeting the needs of the student.
- Develop a master schedule using ILT priorities, including maintaining school calendar
- Oversee the implementation of curriculum
- Communicate weekly with staff through written correspondence
- Collect and review data of student populations and attendance

- Address and maintain the projection of students for fiscal budget
- Work with peer evaluators who are participating in the evaluation and feedback cycle
- Co-plan vehicles for shared leadership including SSC, ILT, CPT and SST
- Provide programmatic consultations to teachers
- Participate on the hiring committee

## *Principal*

*Jenna Cramer*

jcramer@bostonpublicschools.org

- Chief administrator of the Kilmer in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. This includes developing a school plan each year that is based on data with measurable outcomes. This plan provides coherence for staff professional development, community partners, and shared leadership teams (SSC, ILT and SST)
- Generally maintains the operation and instructional priorities in both buildings
- Reports to Superintendent/Network Superintendent
- Supervises all school personnel, directly and/or indirectly
- Ensures that the school program is compatible with the legal, financial and organizational structure of the school system.
- Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community
- Ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
- Evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Maintains inter-school system communication and seeks assistance from central office staff



to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.

- Orients and assists new staff and new students and provides opportunities for their input in the school program
- Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members. Collaborates with School Parent Council and establishes relationships with families and community members.
- Indirectly manages, directs, and maintains records on the materials, supplies and equipment, which are necessary to carry out the daily school routine. The principal involves the administrative assistant staff in maintaining orders

## *Assistant Principal*

*Danita Kelley-Brewster*

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

- Generally maintains the operations and instructional priorities in both buildings
- Supports the principal in the overall administration of the school; interprets and enforces school policies and regulations.
- Coordinates with the principal in planning and implementing a professional development for teachers and staff.
- Collaborates in coordinating transportation, custodial, cafeteria, and other school support services; help conduct safety inspections and safety drill practice activities.
- Plans and implements, along with the leadership team, a systematic method of supervising the instructional program through the use of learning walks, observations, documentations, and follow-up conferences.
- Works with teachers in evaluating methods and materials and developing effective learning plans and classroom management techniques.
- Assists principal in complying with BPS policy of responding to families within 24 hours
- Maintains and models high standards of professionalism
- Provides substitutes for absent staff daily

- Consults and supports additional school community partnerships
- Plans and facilitates weekly Common Planning Time (CPT) meetings
- Serves as acting principal in the absence of the principal.
- Assists in the reporting and monitoring of student attendance.
- Collaborates in providing discipline throughout the student body

## Teacher Leaders

*Maureen Smith – Upper School*

[msmith6@bostonpublicschools.org](mailto:msmith6@bostonpublicschools.org)

- Provide ESL Instruction to full caseload of students in specified building
- Serve as testing coordinator including providing data for ordering testing, preparing tests for administration, providing training to teachers regarding test administration, whole school scheduling for testing, administering tests to small groups, packing tests for return.
- Mentoring and developing first year teachers
- Co-planning and facilitating teacher professional development
- Acts as Language Acquisition Team Facilitator
- Collaborates in planning and facilitating Common Planning Time as needed
- Responsible for general coordination and trouble shooting of transportation issues
- Maintaining English Language Development folders to be in compliance with Department of

Justice regulations.

- Consults with teachers' lesson planning and instruction and serves as instructional coach if needed.
- Ad hoc trouble shooting and school administration duties

## *Highly Specialized Strand Specialist*

*Jill Kindorf*

[\*jfabbrucci@bostonpublicschools.org\*](mailto:jfabbrucci@bostonpublicschools.org)

- Provides case management consultations and acts as a liaison with other schools, district, and community-based providers
- Participates as member of Leadership Team, Service Teams, Evaluation Teams, and IEP teams as general education teacher
- Provides consultation and professional development to colleagues
- Develops and implements school-wide and individual safety support plans as necessary
- Acts as Social Skills Specialist providing instruction to groups of student in the Highly Specialized Strand (HSS)
- Consults with Program Director to create and implement Behavior Support Plans
- Facilitates common planning time for HSS and other grade levels as needed
- Provides ACE curriculum coaching and professionally development to staff members
- Develops and implements ways to engage families of students in the HSS
- Participates in the Paraprofessional Evaluation process as the lead evaluator providing

feedback

- Acts as MCAS Alt- Lead Educator and determines eligibility for alternate assessments with team
- Provides specific support services appropriate for the students enrolled in a particular strand and other students placed at risk, defined collaboratively by the Principal and Office of Special Education and Student Services (OSESS)

## ***KILMER SCHOOL VISION 2014-2020***



The Kilmer is striving to be an engaging *and* rigorous school. We value the learning minds and theories of our time that celebrates 21st century learning. We are invested in social justice and we believe that all students will learn through experience.

We acknowledge that these values for teaching and learning, when implemented, will prepare students not only to be to college- and career-ready, but for all of the challenges and opportunities that life will bring their way.

## **Engaging Practices *AND* Rigor**

**21<sup>st</sup> Century Learning**

**Social Justice**

**Project-Based Learning**

## ***Engaging Practices AND Rigor***

*“True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.”*

Brian Sztabnik –***Edutopia***

*“Rigor invites engagement. Hard repels it.”*

Chris Tovanni - ***Reading Reconsidered***

Rigor is an educational term that refers to depth in acquiring knowledge. It calls for meeting students where they are while offering all students opportunities to be challenged and think differently about concepts.

At the Kilmer, we are all learning to take the conceptual requirements of the [Common Core State Standards](#) and combine them with engaging practices.

Often, these are structures where students are asked collaborate with each other and to really “listen to learn.”

## *21st Century Learning*

21st century learning is defined as a set of abilities that students need to develop in order to succeed in the information age. There are three types of skills; learning skills, literacy skills and life skills.

# What are 21st century skills?

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types:

## Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

## Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

## Life Skills

- Flexibility
- Initiative
- Social Skills
- Productivity
- Leadership

## *Social Justice*

*“I believe that education is the civil rights issue of our generation. And if you care about promoting opportunity and reducing inequality, the classroom is the place to start. Great teaching is about so much more than education; it is a daily fight for social justice.”*

**Secretary Arne Duncan, October 9, 2009**

*“Education is the most powerful weapon we can use to change the world”*

**Nelson Mandela**

Social justice is recognizing and acting upon the power that we have for making positive change. Teachers do this every day in many ways. And, in order to take that idea to the next level, teachers might include classroom practices that will make this dynamic explicit. Teachers are tasked to give students opportunities for seeing how positive change happens and how they can be both actors and leaders in creating change.



## *Project Based Learning*

*"One of the major advantages of project work is that it makes school more like real life. It's an in-depth investigation of a real-world topic worthy of children's attention and effort."*

Sylvia Chard – Education Researcher

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

At the Kilmer, we are looking at our own teaching using the 7 Essential Questions

<b>The Driving Question</b>	What is the broad question that will get students thinking?
<b>Know/Need to Know</b>	What are the skills that students already know and what they need to know in order to answer the driving question?
<b>Inquiry/Innovation</b>	How will the students be guided by the teachers to research the information and learn the skills they need to complete a project?
<b>21<sup>st</sup> Century Learning</b>	How will this project build such 21st century skills as collaboration, communication, critical thinking, and the use of technology?
<b>Student Voice/Choice</b>	How can teachers design projects with the extent of student choice that fits their own style and students?
<b>Feedback/Revision</b>	How will feedback and constructive criticism be given to students?

<b>Public Presentation</b>	How will results be presented to others?
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# Academics

## Curriculum

The Joyce Kilmer K-8 School uses a combination of district-wide and teacher-created curricula that are aligned with city and state learning standards to serve as core instructional content in the following subjects:

English Language Arts	Mathematics- (All grades)
Science	Social Studies
Music	Visual Art
Physical and Health Education	

Teachers, when necessary, also supplement this content. For example, in our special needs settings, teachers modify the regular education curriculum as well as use other specialized materials to support students' individual learning needs.

The “Core Curriculum” materials by grade and subject are as follows:

K1 General Curriculum	<i>Opening the World of Learning-OWL</i> (Pearson)
K1 Math	<i>Building Blocks: Foundations for Mathematical Thinking</i> (McGraw-Hill)
K2	<i>Focus on K2</i> (center-based learning)
Grades 1 & 2 ELA	<i>Balanced Literacy &amp; FUNdations</i> (phonics)
Grades 3-8	<i>Expeditionary Learning</i>
Grades K2-5	<i>Investigations 3 in Number, Data, and Space</i> (Pearson-Scott Foresman)
Grades K2-8	<i>FOSS</i> (Full Option Science System), <i>STC</i> (Science and Technology for Children) and Teacher-designed materials
K2-5 Social Studies	Teacher-designed materials
Grades 6-7 Math	<i>CMP2</i> (Connected Math Project 2)
Grade 6 Ancient Civ	<i>History Alive! The Ancient World</i> (TCI)
Grade 7 Geography	<i>Geography Alive! Regions and People</i> (TCI)
Grade 8 Math Algebra	<i>CME</i> (Center for Mathematics Education) Algebra I
Music	Teacher-designed materials
Visual Arts	Teacher-designed materials

Health and Physical Education	<i>SPARK</i> (School Specialty) and Teacher-designed materials
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**Homework**

Homework assignments are designed to extend classroom learning and provide practice and learning opportunities to students. Unless otherwise stated, this work should be completed by students and without adult assistance at home.

Homework constitutes a portion of students’ overall grades in school and is the responsibility of the student to complete or make up if absent. Each grade level team will determine the expectations for homework completion and will present this to parents at open house, and in writing, at the start of the year.

# *Supports and Resources*

## **Student Support Team**

Each building has its own Student Support Team (SST), which meets on a monthly basis. This team looks at data collected by the student's teacher/s, makes recommendations to address concerns, and follows up on how effective the recommendations were. The SST will notify parents or guardians of the outcomes of their meetings.

The Kilmer uses a process called Response To Intervention (RTI), which provides three levels of support to students. The first level, known as Tier I, is the strategies and supports used in the general education classroom. Tier II is more intensive support, focusing on small groups of students in targeted skills areas. Tier III is the most intensive level of intervention, which includes one-on-one support and/or Special Education services. When Tier I strategies are not showing effectiveness, we increase the intensity of the intervention to Tier II, and so on.

## **RTI Tier 2&3 Supports/ Support Services**

Applied Behavior Analysis (ABA) is a time-tested and data-based strategy for teaching children with disabilities. It is most often used with children with autistic spectrum disorders, but is an effective tool for children with behavioral disorders, multiple disabilities, and severe intellectual handicaps. It is the only treatment for Autistic Spectrum Disorders approved by the FDA (Food and Drug Administration.) ABA technicians are contracted by BPS and deployed as needed.

At the Lower school, our Resource Room Teachers and ESL teachers are able to work with small groups of students in Math and Reading as needed. These groups will be identified by data and will be monitored closely for progress.

## **Counseling Services**

The Kilmer Upper School has a Mental Health Councilor on staff for approximately 25 hours per week. Our counselor has been in this position for 9 years and has set up supports to students in small groups and individually. She is also available in times of crisis and to coordinate other supports for the student and Kilmer family in need, as well as coordinating preventative measures with social skills groups and emotional needs groups.

In addition, staff also work with staff to institute and maintain the Kilmer Core Values: Empathy, Respect and Responsibility. Bi-monthly community meetings and awards keep the infrastructure in place to support a positive community.

## **Home for Little Wanderers**

We offer counseling through Social Workers contracted from the Home for Little Wanderers as needed. Currently, this staff is at the lower school on a part-time basis. She offers 1:1 counseling, group counseling and social skills groups as needed.

## **BPS Psychologists**

BPS councilors are deployed as needed per the students initialized education plan.

## **English as a Second Language (ESL)**

The Kilmer has two full time ESL teachers to provide additional support for students that are learning English as a second language. This instruction is based on the results of a language assessment and fulfills the requirements of the No Child Left Behind Act.

### **Speech and Language Therapy (SLP)**

Speech-language pathologists assess, diagnose, treat, and help to prevent disorders related to speech, language, cognitive-communication, voice, swallowing, and fluency. There are two speech and language pathologists – one at each building.

### **Occupational Therapy (OT)**

Occupational Therapy helps with the strengthening fine motor skills like, writing, using utensils, learning to tie shoelaces, cutting and writing. For children, whose only "occupation" is going to school and playing, therapy will focus on the skills required on the playground and in class. There are two occupational therapists – one at each building.

### **Students Diagnosed with Disabilities**

Students with disabilities may need accommodations and/or specialized instruction in order to access the general curriculum.

Students who need specialized instruction to access the general curriculum have Individualized Education Plans (IEPs). To have an IEP, a student must have been determined to have a recognized disability that requires specialized instruction. This is a document developed by a team consisting of the child's

parents or guardians, educators, and a Special Education team facilitator. This plan is approved by the parents or guardians and is also signed by the school Principal. The team reviews it annually and the child is fully re-evaluated every three years.

Students who do not need specialized instruction, but need other accommodations in order to access the general curriculum have Section 504 Plans. This type of plan is developed by the same kind of team and is reviewed at least annually

Resources for families of students with suspected or actual disabilities include

- *Guide to the BPS for Families and Students,*
- BPS website ([www.bostonpublicschools.org](http://www.bostonpublicschools.org))
- Massachusetts Department of Elementary and Secondary Education ([www.doe.mass.edu](http://www.doe.mass.edu))
- US Department of Education's Office of Special Education Programs (OSEP) website (<http://www.ed.gov/about/offices/list/osers/osep/index.html>)



# *Arrival and Dismissal*

## **Lower School Arrival**

Our morning arrival procedures take place on the front playground beginning at 9:20 am. Parents should not drop off students prior to 9:10, as there is no staff supervision until that time. Parents should make contact with the teacher to confirm they are aware their child is there before leaving the school grounds.

At 9:20 am, students line up with their respective classes and file into the school with their teachers. The instructional day begins at 9:30 am.

In case of inclement weather, students will enter the school building through the cafeteria door at 9:20 am and proceed directly to their classrooms. Staff will be on hand to assist students during inclement weather arrivals.

Parents of young students are asked to say goodbye on the playground before classes file indoors. This helps students to build the routine of transitioning from home to school. We know it can be difficult in the first days of September to say goodbye to your little one(s), but we ask that you be strong and wear your “game face” until your child is inside. Our goal is to foster the confidence and independence your child needs to enter and be successful in school.

Students who use bus transportation are dropped off via the side driveway in front of the playground. They are met at the school by a teacher on duty and directed to their class lines or into the school in bad weather.

Students who arrive late to school should report first to the Main Office. Students are expected to arrive at school on time and ready to learn each day. Repeated and chronic tardiness will result in a report to a district Supervisor of Attendance for review and possible court intervention.

The following items are not permitted on the playground at morning arrival:

Balls

Skateboards

Scooters

Bikes

## **Lower School Dismissal**

The school day ends at 3:30 pm. Bus students are lined up and escorted to their buses by staff. Students in the YMCA program are escorted to the cafeteria by staff. Students who are picked up by parents (identified as “Walkers”) are escorted to the playground and dismissed **ONLY TO A PARENT OR AUTHORIZED ADULT WITH PRIOR WRITTEN PERMISSION.**

Students are expected to remain in school until 3:30 pm, except for reasons of illness, injury, or other unavoidable circumstances. Repeated and chronic early dismissal of a student will result in a report to a district Supervisor of Attendance for review and possible court intervention. In the event that a student needs to be dismissed early, written notification must be submitted to the homeroom teacher at the start of the day.

**For the safety of our students in the upper and lower school, it is not an acceptable practice to routinely call the main office after 2:00 pm to leave the directions for dismissal for a student.**

Parents are asked to park on Baker Street (front of school), Ansonia Road (side of school), or on Macullar Road (rear of school).

**PARKING IS NOT PERMITTED IN THE REAR PARKING LOT OR ALONG THE SIDE DRIVEWAY FENCE!** This creates traffic congestion for school buses. You will be asked to move your vehicle if you are parked there during arrival or dismissal.

A Crossing Guard is posted at the corner of Baker and Ansonia.

## **Upper School Arrival**

Beginning at 9:20 am, students who walk, are dropped off, or ride the bus to school may enter the building and report to breakfast (if applicable) or to their homerooms. The instructional day begins at 9:30 am.

Students should only be dropped off for arrival in the FRONT of the Upper School on Russett Road. Only buses are permitted in rear of the school (Greaton Road) at morning arrival. Please note that Greaton Road is a one-way street during the morning hours. There is no alternate procedure for inclement weather.

Students are expected to arrive at school on time and ready to learn each day.

A Crossing Guard is posted at the corner of Russett Road and Weld Street.

## **Upper School Dismissal**

The school day ends at 3:30 pm. Bus students are dismissed by class and escorted by staff to bus lines in the playground (or cafeteria during inclement weather), then loaded on buses by staff.

**IN THE AFTERNOON, BUSES PICK UP ON GREATON ROAD AND PARENTS PICK UP ON RUSSETT ROAD.**

Students attending the YMCA program at the Lower School are directed to their transportation (bus or van) alongside bus students. Staff escort walkers and students being picked up by parents out the front of the building.

Students are expected to remain in school until 3:30 pm, except for reasons of illness, injury, or other unavoidable circumstances. Repeated and chronic early dismissal of a student will result in a report to a district Supervisor of Attendance for review and possible court intervention.

### **REMINDERS**

- MOTOR VEHICLES ARE PROHIBITED FROM ENTERING THE SIDE DRIVEWAY AT RUSSET AND WELD
- PLEASE DO NOT PARK IN THE SIDE PARKING LOT – THIS SMALL LOT IS RESERVED FOR STAFF

- PLEASE DO NOT PARK IN OR IN FRONT OF THE DRIVEWAYS OF PRIVATE HOMES NEAR THE SCHOOL

## *Visiting the School*

Parents and guardians are more than welcome to visit in coordination with their child's teacher/s. Please make an appointment in advance if you wish to visit your child's class. Unannounced visits are not permitted. This policy is in place to minimize disruption to teaching and learning and to protect the anonymity of all children.

All visitors must be buzzed in through the main entrance and report to the Main Office before going anywhere else in the school. Visitors will be asked to sign in. It is a matter of safety for all our students and staff that we have these requirements. We thank you for your cooperation.

## *Recess*

Students need physical activity as a means of learning, exercising, socializing, releasing energy, and helping their minds absorb the learning that has taken place in the school day. To that end, we offer recess to all students PK-8.

Recess is approximately 20 minutes long and is either immediately before or immediately after lunch. We try to get students outdoors as often as possible, unless severely inclement weather dictates otherwise.

Students will go outside for recess unless:

- The temperature is below 32°F (recess may be abbreviated in mid-winter at lower temperatures if playground surface conditions permit, i.e., a short walk around the yard)
- There is a steady rain (we go out in misting conditions) or other precipitation

- The playground is covered with ice or snow
- Lightning or thunder is occurring

Individual students' recess time may be revoked as a consequence of misconduct at lunch or recess as a last resort.

Kilmer elementary students have a combined 45-minute lunch and recess period. Middle school students have a 25-minute lunch period and periodically have recess.

Although recess is not required by BPS policy, the Kilmer schedules the middle school for one period of recess each week.

For students in grades K1-5, recess **takes place for all students every day.** Lunch monitors supervise recess.

## *Transportation*

Notices about bus assignments, including bus numbers, time of pick-up and drop-off, will arrive in the mail in August from the Transportation Department. In the first few weeks of school, bus pick-up times can vary as students decide whether to take the bus or find alternate transportation, so families should allow extra time in the morning and afternoon until the bus departure and arrival times become consistent.

**Please note that bus drivers will drop off students, including kindergarteners, at their bus stop, even when no one is there to pick them up, unless the student refuses to get off the bus or appears hesitant to do so. In that event, the bus driver will keep the child on the bus until a parent or caregiver is located.**

BPS transportation is not affiliated with the Kilmer School.

Please see the BPS policy on bus transportation in the *Guide to the BPS for Families and Students* for more details.

You may contact the Transportation Department directly at 617 635-9520 (year-round) or the Transportation Hotline at 617 635-9046 (mid-August through mid-September). In the event that your child's bus does not arrive at the bus stop either in the morning or the afternoon, call the school office and/or the Transportation Department.

**To track the status of your child's school bus, go to:**

<https://schoolbus.bostonpublicschools.org/>

### Misconduct on the bus:

Students who misbehave on the bus are subject to discipline under the BPS Code of Discipline. The Main Office may receive a bus driver's report or other verifiable complaint of misbehavior. When this happens:

<i>1<sup>st</sup> Instance:</i>	Warning to student and notification of parent/guardian
<i>2<sup>nd</sup> Instance:</i>	Warning to student, assigned seat, and notification of parent/guardian
<i>3<sup>rd</sup> Instance:</i>	Bus Suspension

*Subsequent Instances:* Bus Suspension or Denial of School Bus Transportation

Severe incidents may result in immediate bus suspension or denial of school bus transportation.

## *Attendance*

Please see the *Guide to the BPS for Families and Students* for the district's full policy on student attendance.

### **Kilmer-specific attendance policies**

Unexcused Tardiness/Early Dismissals: Kilmer School policy will notify parents after 3 instances of unexcused tardiness or early dismissal; parent conference with the principal after 6 instances, and attendance card filed with a district Supervisor of Attendance after 9 instances.

Students who come to school tardy or following an early dismissal for legitimate reasons must furnish a note to the Main Office.

Excessive Excused Absences: Excused absences in excess of 5 per marking period (elementary) or 3 per marking period (middle) will result in the requirement of a health care provider's note (or equivalent verification, if not health-related) for all subsequent absences. Without such verification, these absences will be considered unexcused.

## *Health Services & Policies*

Please see the *Guide to the BPS for Families and Students* for information about taking medications in school, immunizations, and physical exams.

### **THE KILMER SCHOOL IS A PEANUT-FREE SCHOOL.**

We have multiple students and staff with life-threatening peanut and tree nut allergies. Please do not send your child to either site with peanut butter or products containing nuts. Please look at ingredient information before bringing in snacks for your child's class.

## *Student Conduct*

Our core values (empathy, respect and responsibility), coupled with the implementation of a rigorous and engaging curriculum delivered by caring and committed teachers, is the key to keeping student connected and prevents student misconduct.

At the Kilmer, we rarely need to refer to the BPS Code of Conduct, which is the document that the district provides as guidance for conduct, which can be viewed online at [www.bostonpublicschools.org](http://www.bostonpublicschools.org).

The Kilmer School is a calm, peaceful school that is focused on learning. Each year in September, teachers and their students review classroom rules and expectations regarding behavior and work. The behavioral expectations as determined by SSC can be found in the appendix of this document.



## *Before/After School Child Care*

The West Roxbury YMCA runs a before- and after-school program for children age five and up at the Lower School Monday through Friday. The morning program runs from 7:30 – 9:30 am and the afternoon program runs from 3:30 – 6:00 pm. Please contact the West Roxbury YMCA for more details.

## *School Website*

[www.Kilmerschool.org](http://www.Kilmerschool.org)

The Kilmer website is the main mode of communication between school and home. Each week, the calendar and content is updated. Beginning in 2015-16, families will be reminded each week (via email and/or robo-call) to check the website for all of the information needed to prepare students for the upcoming week.

## *Electronic Device Policy*

Electronics devices that support reading literature are allowed in school at your own risk. Electronics that are being used primarily for gaming are not permitted during the school day. If a student is found with one of these items, the item will be confiscated and must be picked up by a parent/guardian.

The cell phone policy outlined in the BPS Guide to Families is fully enforced at the Kilmer. **Student cell phone use is prohibited during the school day.** The phone must be turned off during the school day and stored in the student's backpack.

# *Communication Policies*

## **Universal Policies**

### **When issues arise:**

- When families have concerns, they should first discuss the issue with the student's teacher
- If the issue cannot be resolved at that stage, families should contact a member of the Leadership Team
- The Leadership Team will let families know who in school has responsibility for which matters to facilitate families' understanding of school operations and make it easier for families to determine who to contact in an issue arises.
- Teachers/Leadership Team will respond to family communication within 48 hours if such communication relates to a nonemergency situation. They will respond in 24 hours if such communication relates to an emergency situation. Teachers/Leadership Team will acknowledge receipt of the communication if response cannot be made at that time.

## **Family Teacher Communication**

- Teachers will send home a written communication to families at the beginning of the school year designating the preferred method of contact and response. Teachers are encouraged to reiterate this information throughout the year. (i.e. when sending home updates, progress reports, or report cards.) Teachers will still respond to emails, phone calls, notes and messages. Highlighting their preferred mode of communicating is meant to streamline this process.
- Although this is rarely an issue, teachers are required to respond to families within 48 hours of contact.
- Teachers will confer with families at Open House and/or the start of school year to determine families' preferred method of communication and will endeavor to ensure all families are reached.
- Families are reminded that teachers are unable to check email throughout the day
- Families should call school or flag issues as urgent if they need a response sooner than within 48 hours
- Teachers should identify non-English speaking households to the ESL Coordinator as soon as possible to ensure the translation of materials and communications between the school and household

## **Curriculum**

- Teachers will provide families with a print-out or overview of the class's daily schedule as early as possible in the school year; doing so facilitates communication within families and provides families with a better understanding of what happens in the classroom on a daily basis
- Teachers will send home periodic updates about the area/subjects the class is studying.
- Families are encouraged to communicate regularly with their child's teacher about the student progress.
- Teachers will send home test results and some student work etc. so families can be informed about their student's progress.
- Reports cards and progress report distribution calendar can be found in the Guide for Families.

## **Family-Administration Communication**

- Parents should contact the classroom teacher for all matters related to school and the curriculum. If the teacher is not able to address this question, a member of the Leadership Team can be contacted. For a detailed list of responsibilities of leadership team members, review the outlined roles in this book. You can also ask the teacher or call the front office to get guidance about which member to reach.
- The Leadership Team can be reached by email or phone. The members of the Leadership Team aim to respond to parents within 48 hours. If an issue is more pressing, then parents should call the front office at either building. The office staff will be able to quickly get you to the correct person.

- The Leadership Team will communicate with families if any member of the team is out of the office for more than 5 consecutive business days and will designate a substitute contact person under the “News” section of the website
- The Leadership team will publish dates of Events (Open House, Curriculum Nights, concerts) at least a month in advance and preferably at the beginning of the year

## *Class Assignments*

Student placement is a lengthy, complex process aimed at creating classes that are balanced in terms of gender, ability, learning style, race, social maturity, and peer relations.

Please know that friendships are considered along with academic profiles. It is important to note that the priority for making class lists is in developing heterogeneous classrooms. Students in these classrooms have the opportunity to make new friendships and have the best opportunity for academic success.

Classroom lists are not made with a specific teacher in mind. All teachers at the Kilmer are highly qualified and able to serve the needs of a wide range of learners. For this reason, we cannot accept family input about teacher preference. Once the student groupings are complete and reported to families, changes to the classroom lists are not made.

This is an intense and involved process that takes weeks. Making any changes would upset the delicate and careful balance that our highly qualified staff created.

When creating classrooms where our inclusion classrooms are involved, the same protocol is applied to the process of making balanced classrooms.

**Classroom assignments will be announced at the end of the previous school year. Once the placement is announced, it is final. No exceptions are ever made to this policy.**

## *Family Involvement*

### **School Parent Council (SPC)**

The Kilmer School Parent Council (SPC) is very active in supporting our school community. Every parent of a Kilmer Student is automatically a member of the SPC.

The SPC supports learning by a variety of activities including funding field trips, providing teachers with classroom supplies, and funding extended learning opportunities like after-school clubs. SPC also brings our community together through events such as the Back To School Kickoff, and Field Day.

SPC raises funds through traditional methods (Election Day Bake Sales, seasonal gift sales, etc.) and elections for officers are held annually.

Meetings are held at regular intervals to discuss, approve, and plan projects to help the school, to receive updates from the principal, and to plan ways to help more parents get involved at the Kilmer School.

You may contact the Kilmer SPC by email: [joycekilmerspc@yahoo.com](mailto:joycekilmerspc@yahoo.com) with questions, or to request to be added to the email distribution list.

### **Volunteering**

Many of our early childhood and elementary classrooms are in need of parent volunteers. Volunteers are also often needed for the Lower School Library, field trips, or special activities or events at school.

The School Parent Council asks each year for parents to volunteer as a “Room Parent,” to help facilitate communication between parents and from the SPC.

The SPC also seeks parent volunteers for special events it sponsors, such as the Back-to-School Kick-Off (in September) and Field Day (in June). Those events cannot be put on without parent volunteers!!

## **CORI Checks**

In accordance with the BPS Superintendent Circular on visitors in schools, all classroom volunteers who routinely visit the building, must undergo a CORI check before receiving permission to volunteer in the school.

- CORI checks take approximately one week, therefore the appropriate paperwork must be submitted to the Kilmer at least two weeks before the volunteering event.
- Both Kilmer front offices and all Kilmer teachers have access to the form the volunteer must complete.
- It would be ideal if any parent who may volunteer throughout the year, to send in their CORI form in September. This would allow parents access to visit if the opportunity arises.

## **Contributions**

Although teachers are provided an annual allowance with which to purchase supplies they need in the classroom, most of our teachers far exceed that allowance and personally fund many classroom supplies.

Many teachers appreciate donations by parents of needed items, especially tissues, hand sanitizer and antiseptic wipes. If you would like to contribute to your student's classroom, please ask the teacher what he or she needs before delivering something to the school.





## **Governance/School Based Management**

### **Leadership Team**

The Kilmer School's unique leadership structure includes the Principal, Assistant Principal, two teacher-leaders, and strand specialist. Please see detailed contact information on page 12.

### **Instructional Leadership Team (ILT)**

The ILT is a team composed of teachers and the principal. Its task is to advise the principal on matters concerning teaching, learning, assessment, and professional development. Each year, the teachers on the ILT are elected by their colleagues to serve. The principal delivers an ILT report to the School Site Council each month.

### **School Site Council (SSC)**

All Boston public schools are required to have a functioning SSC, which is comprised of teachers, principal, and parents. The SSC is a shared decision-making school-based management body. Teachers and parents are elected to 2-year positions to insure that decisions reflect the expertise and input of important affected groups, and operate as a single decision-making team.

The monthly SSC meetings are open to the entire community will be scheduled by the SSC. The meeting schedule will be published after the first meeting. Agendas and minutes are available by request at the Kilmer's front offices, and on the website.

### **Quality School Improvement Plan (QSIP)**

Each year, the school staff analyzes student performance data collected from the above sources and other student work samples to identify subjects, skill and standards areas, and student groups of concern. We then uncover root causes of the concerns and then develop goals and action steps to address them.

The instructional work of every school year is guided by this document, which is reviewed periodically and adjusted according to the needs of our students. The goal of this document is to improve student achievement and eliminate achievement gaps by improving instruction. Each year, the Instructional Leadership Team develops, and the School Site Council reviews and approves, the QSIP.

# *Important Kilmer Policies*

## **Anti-Bullying Resources**

The entire BPS community works hard every day to ensure students accelerate their academic achievement, and the safety and well being of our students is a top priority. Bullying affects a student's ability to focus on learning and to succeed in the classroom and beyond. Bullying is a concern to all of us who work with children and young adults. We are too often reminded of the tragic impact that bullying can have on students in Massachusetts and around the country. We in the Boston Public Schools are engaged in proactive, innovative, and educationally sound strategies to prevent bullying.

The effort to stop and prevent bullying continues to grow. The Boston Public Schools are leading the way with what we believe is the most comprehensive anti-bullying plan in the nation. Anti-bullying legislation now exists in 49 states, including Massachusetts. Today, educators are professionally and legally responsible for stopping and preventing bullying.

To help our efforts, BPS has established a **Safe Space and Bullying Prevention Hotline: 617-592-2378** (call or text) staffed 24/7 by trained counselors.

At the Kilmer, we talk to students throughout the year about procedures for reporting and identifying bullying.

- At the lower school, students are taught to talk to their teacher or any adult if bullying is a concern for any child.
- At the upper school, that same protocol is in place AND students are offered anonymous forms to submit to report bullying for themselves or others.

## Wellness Policy

The Kilmer School has an active wellness committee that is headed by Shannon Wyman, our school PE Teacher. They meet several times throughout the school year and report out to the School Site Council. Parents and teachers are welcome to join the Kilmer Wellness Committee.

This committee works with the larger BPS wellness policy to identify and prioritize issues that are most pressing for the Kilmer Community.

### **Kilmer Healthy Celebration Policy**

According to American Pediatrics Association, students consume close to 40% of their daily calories at school. This is a great opportunity to offer quality foods, rather than foods that might offer little to no nutritional value. With the Kilmer Healthy Celebration Policy, the wellness council would like to help students make the healthy choice, the easy choice.

School-sponsored and classroom celebrations provide us with a chance to show students school values. Providing non- food activities or healthful foods and drinks in a fun atmosphere reiterates the healthy lifestyle messages that are promoted at the Kilmer. Offering alternatives will avoid any food allergy concerns as well as serving foods that may make students tired or sick. The Wellness Council would like to propose a Healthy Celebration Policy for the Kilmer. The policy would ask families and teachers to serve alternatives to cupcakes and other baked goods. The celebration policy is adapted from the district wide policy surrounding healthy food and beverages in the classroom. Attached is a list of ideas for celebrations and parties that are consistent with the health messages we are working to communicate to our students.

#### **What happens if cupcakes are brought in?**

Each building will have an alternative celebration kit in the office. The kit will include fabric markers and t-shirts. The birthday student will be able to have all the students in the class sign the shirt and take it home. If cupcakes (or other baked goods) are brought in, teachers will return the cupcakes home and offer the student the t-shirt option.

#### **How will this new policy be communicated to families?**

Resources will be sent home with students as well as information included on the website. The Wellness Council also hopes to share this information at an upcoming SPC meeting as well as include it in the family handbook.

#### **Other resources to include:**

Nutrition label  
Approved snacks

## **Safe and Supportive Schools**

The Boston Public Schools shall create a welcoming, safe and supportive school environment for all students, families, staff and visitors that is culturally proficient, engaging and inclusive. Discrimination based on race, color, national origin, religion, physical or intellectual disabilities, socioeconomic status, sexual orientation, gender identity or gender identity expression will not be tolerated. Discrimination is the unfair treatment of a person or group and may include treating a person differently or denying someone access to a service, or activity.

The Kilmer School will advocate for all students, promote a skills-based education to encourage healthy relationships and provide support services. Education includes teaching students to stop discrimination and how to contribute to building a welcoming school community. A welcoming school is defined as supporting a comprehensive approach to improve school climate with tools and resources to embrace family diversity, avoid gender stereotyping, and end bullying. Students and adults in the building are expected to interact respectfully in the way that they speak, behave, write and use technology and social media. Prevention and intervention-based work will integrate social health, emotional health, physical health, suicide prevention, and safe environments for LGTBQ students and violence prevention. Social emotional learning is an important part of maintaining a safe and supportive school community. SEL improves academic outcomes, alleviates behavioral issues and improves resiliency.

## **Health Education:**

Comprehensive Health Education requires comprehensive preK-12 health education and provides an inclusive definition that encompasses nutrition

education, comprehensive sexuality education, violence prevention and substance use prevention. In reference to district policies and as agreed upon by the Kilmer SSC 2015/16, the Kilmer middle school aims to teach “Making Proud Choice’s” Curricula which includes:

Gr 4&5: Social Relationships/Hygiene/ HIV

Middle School: two semesters of health education taught by a trained health teachers which includes topics such as: healthy relationships, peer pressure, postponement and pregnancy prevention.

## Dress Code

Students should come to school dressed for the important work of education. Our goal as a school community is to ensure that all children reach their full potential academically, socially, and emotionally. Our dress code will help us to do that by enabling students to be safe and free from distractions.

This *Dress Code* applies to all students at the Joyce Kilmer School.

- Students should be neat and clean at all times.
- No hats or head coverings should be worn in the school building. Head coverings worn for religious reasons are allowed.
- No flip-flops, platform shoes, heeled shoes, or sandals without heel straps should be worn to school. They pose a serious safety risk as groups of children go up and down stairs.
- No tank tops, muscle shirts, or spaghetti straps. No low-cut clothing.
- Any clothing that is violent, sexual, related to alcohol, tobacco, or firearms, or is insulting to others is strictly prohibited. No “joke” shirts.
- All midriffs -- front and back -- must be covered at all times.
- No undergarments should be visible at any time, including recess.
- No writing on pants, particularly across the backside of pants.
- Pants should be worn at the waist.
- All shorts and skirts must fall below mid-thigh. No running shorts.
- The hem on pants should not fall noticeably below the heel of the student.
- No ripped or torn clothing.



Students who fail to follow the dress code will be given appropriate clothing to wear while at school, which must be returned to the office.

# *APPENDICES*

## *Appendix I: Holiday Policy*

The following document is meant as a guide for teachers as they reflectively consider how holiday activities are incorporated into the life of our classrooms; these guidelines are a compilation of the good practices currently in place. It is our hope that by thinking about the purposes of teaching and celebrating holidays we will, as a whole school community, continue to meet the needs of our increasingly diverse student population in an aspect of life that has so much meaning for children.

SSC developed these guidelines with help from much of the language and format was excerpted from the book **Celebrate! An Anti-Bias Guide to Enjoying Holidays** by Julie Bisson.

### **Definition of Holiday Activities**

Holiday activities can be as simple as reading a book about a holiday and as elaborate as having a party in the classroom. Activities often involve a group discussion, art or music related projects.

### **Why Teach and Celebrate Holidays?**

Some of the reasons we teach and celebrate holidays are:

- To make all children feel accepted and to validate the cultures and experiences of their homes
- To teach about time and cycles of life
- To have fun
- To teach diversity and acceptance by learning about other cultures, traditions and religions
- To create a sense of family or community within classrooms and within our school



## **Time Spent on Holidays**

There are no hard and fast rules about the time that should be spent because the amount of time will vary according to the age, interests and needs of the children. In general, we will celebrate through parties three of four holidays a year.

We may recognize or teach holidays in a brief manner, such as simply reading a book on Evacuation Day, or in a more in-depth manner such as teaching about civil rights around Martin Luther King Day.

## **Deciding Which Holidays to Include**

Our school community is continually changing. Thus, as we decide on which holidays to include, we will want to think about our actual students. In addition, teachers can reflect on holidays that have importance to them as individuals. For example, if a teacher has a passion for American history, her class can only benefit from experiencing that passion around Patriots Day.

Teachers may also want to consider including holidays that are outside of the knowledge base, or experiences of the class and themselves to include those that are important to our larger community and city. Teachers may want to teach one “unfamiliar” holiday on occasion. Teachers are encouraged to discuss with their grade-level partner, the list of holidays they are considering.

## Guidelines for Holiday Activities and Celebrations

- We are inclusive and will strive to validate all of our students. We pay attention to the balance and the importance we put on particular cultures.
- In addition to not over-focusing on particular cultures, we do not over-focus on a particular holiday *within* one culture. In this way, we are not defining an entire culture or faith through one holiday.
- We do our own research. Teachers learn what they can about a family's holiday that we are unfamiliar with before asking that family to supply information. A child or his or her family is not solely responsible for teaching a holiday.
- We provide activities and lessons that are age- and developmentally-appropriate and fun and engaging for each grade-level. We recognize that teacher-directed art and reproducible arts and crafts do not foster creativity or facilitate a deeper understanding of a holiday concept.
- We are careful to avoid stereotypes when presenting holiday information, putting up decorations and implementing activities.
- We do not teach the religious aspect of one holiday as the correct one. We can explain religious aspects in a matter-of-fact simple manner.
- We involve families as much as possible and as is age-appropriate in the implementation of holiday activities. We will keep families informed of upcoming holiday activities and events.

### What if a Child in the Classroom does not Celebrate a Particular Holiday?

If a child in the classroom does not celebrate a particular holiday, the staff and family will devise a plan so that the child does not feel left out or uncomfortable during the holiday teaching or celebration. Families should contact their child's teacher in advance to let them know of any issues.

### Evaluating our Holiday Guidelines

The School Site Council will discuss the teaching and celebrating of holidays during each June meeting and will make recommendations as needed.

## *Appendix II: Discipline*

The purpose for both rules/expectations and consequences are to assist students in learning and applying appropriate behaviors and to ensure that our school is a calm and peaceful place that is conducive to learning. The teachers and members of the Leadership Team are all involved in discipline.

We work with students to ensure that they know what is expected and to assist them in making appropriate decisions regarding their behavior. When a student does not make appropriate choices, we will engage the support of the student's family.

In addition, all inappropriate behaviors have consequences. The following are the range of consequences for inappropriate behaviors that have gone beyond reminding the student of the appropriate behavior:

- Seating change
- "Time out" in another classroom for a brief period of time
- Parent contact – phone call or note form teacher
- Parent contact- student writes to parent and returns note signed by parent
- Discipline notice sent home to be signed by parent
- Change of clothing for dress code violations
- Confiscation of inappropriate items
- Detention (see below)
- Restitution for property loss
- In-school or out-of-school suspension
- Suspension of bus privilege (1-5 days)
- Suspension of lunch and recess privileges (1-5 days)
- Behavior contract
- Community service project



- Any other logical consequence that fits the infraction

### **Detention**

If a student continually interferes with the learning of others or breaks school/classroom rules, she or he may be assigned detention. Detentions are served after or before school. Parents are responsible for transportation home from a detention.

Parent/guardian contact is always required when a student has to serve a detention.

During detention, students are NOT allowed to do homework. The teacher who is on duty will give them a task that must be performed during the period of detention. Whenever possible, the task is connected to the reason the student is serving the detention. It may involve community service in the school.

Students who are late to detention or who talk during detention will receive additional consequences.

Kilmer teachers and staff will work with all students and families to ensure the greatest degree of personal growth for all students and to ensure the best possible school climate.

By disseminating a clear set of expectations and consistency in implementing them, our Upper School will be a place focused on learning and high achievement and will be a place marked by respect and kindness.

Please read and discuss these expectations and then sign below and have your child return this page to his or her teacher. Please keep this document at home for reference.

We have read and discussed the discipline policy with my child/children.

Child's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### *Appendix III: Glossary of Terms*

<u><i>Acronym</i></u>	<u><i>Stands for</i></u>	<u><i>Description</i></u>
ILT	Instructional Leadership Team	Shared decision-making team composed of teachers and the principal. Its task is to advise the principal on matters concerning teaching, learning, assessment, and professional development.
SSC	School Site Council	Shared decision-making school-based management body: Teachers and parents are elected to 2-year positions to insure that decisions reflect the expertise and input of important affected groups, and operate as a single decision-making team.
SPC	Kilmer School Parent Council	The Parent Council is a group of parents that support the school to provide a dynamic and nurturing environment for all Kilmer students.
QSP	Quality School Improvement Plan	A document analyzing student performance data collected from assessments and student work samples to identify subjects, skill and standards areas, and student groups of concern. The team uncovers root causes of the concerns and then develops goals and action steps to address them.
PBL	Project Based Learning	A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. There are generally 7 components in a PBL, A PBL project is one where the students learns while implementing

ASD	Autism Spectrum Disorder	A neurological disability which may encompass social deficits and communication difficulties, stereotyped or repetitive behaviors and interests, sensory issues, and in some cases, cognitive delays
ABA	Applied Behavior Analysis	A scientifically validated approach to understanding behavior and how the environment affects it. In this context, "behavior" refers to actions and skills. "Environment" includes any influence – physical or social – that might change or be changed by one's behavior.
PECS	Picture Exchange Communication System	A communication intervention system for individuals with autism spectrum disorder and related developmental disabilities.
HSS	Highly Specialized Strand	A classroom, or group of classrooms, comprised of students with a particular set of needs, usually related to a specific disability
ESL	English as a Second Language	ESL classes teach different language skills, depending on students' English abilities, interests, and needs. All programs teach the following: conversational English, grammar, reading, listening comprehension, writing, and vocabulary.
ACE	Autism Curriculum Encyclopedia	An electronic educational system for learners with autism used by the Boston Public Schools. Written by New England Center for Children, the system provides therapists the ability to assess, teach and evaluate progress-using evidence based procedures.
MCAS	Massachusetts Comprehensive Assessment System	A series of tests that measure how well students have learned the academic standards created by the state. Standards spell out what students should know in core subject areas at various grade levels.
OSESS	Office of Special Education and Student Services	Boston Special Education Department who are responsible for improving student outcomes,

		meeting the hopes and aspirations of parents of children with special education needs and ensuring compliance with special education laws and regulations throughout the District.
RTI	Response to Intervention	A multi-tier approach to the early identification and support of students with learning and behavior needs.
BPS	Boston Public Schools	District that encompasses the Joyce Kilmer K-8 Elementary School