



**KIPP: BAYVIEW**  

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**ELEMENTARY**

**2022-2023 TEAM AND FAMILY HANDBOOK**

## TABLE OF CONTENTS

### **About KIPP Bayview Elementary**

[Vision](#)

[Values](#)

### **Commitment to Excellence at KIPP Bayview Elementary**

[Staff Commitment](#)

[Parent/Guardian Commitment](#)

[Student Commitment](#)

### **General Information**

[Contact Information](#)

[Hours](#)

[Daily School Schedule](#)

[School Calendar](#)

[Leadership Team Contact Information](#)

### **After-School Program**

[After-School Program Fees](#)

[Children's Council Subsidies](#)

### **Attendance**

[Tardies](#)

[Absences](#)

[Truancy](#)

[Chronic Absenteeism](#)

[Early Sign-Outs](#)

[Absences and Missed Work](#)

[Independent Study](#)

### **Arrival and Dismissal Procedures**

[Arrival](#)

[Dismissal](#)

### **KIPPisms**

[Hand Signals](#)

### **Academic Program**

[Assessments and Monitoring Student Progress](#)

[Daily Checklist](#)

[Calling Teachers on their Cell Phones](#)

[First Two Weeks of School](#)

[Grading](#)

[Homework](#)

[Take-Home Folders](#)

[Make-up Work](#)

[Report Cards](#)

[Graduation/Promotion](#)

### **School-Wide Discipline and Restorative Practices**

[Recognizing Positive Behavior in Students](#)

[Social Emotional Learning \(SEL\)](#)

[Restorative Practices](#)

[Restorative Chats](#)

[Restorative Conferences](#)

[Classroom Proactive and Reactive Circles and Reflections](#)

### **Uniform Policy**

[Why Uniforms?](#)

[Policy](#)

[Friday Uniform](#)

[Uniform Provider](#)

[Coming to School Out of Uniform](#)

### **Personal Belongings**

#### **Cell Phone Policy**

#### **Cheating and Plagiarism**

#### **Field Lessons / Field Trips**

### **Student Wellness and Safety**

[Food Policy](#)

[Health](#)

[Bathroom Policy](#)

[Visitors](#)

[Emergencies](#)

[Emergency Drills](#)

### **Family Engagement**

[Information and Announcements](#)

[Family/Teacher Conferences](#)

[Family Signatures](#)

[School Site Council](#)

[English Learner Advisory Committee](#)

[KIPP Family Association](#)

[Family Surveys](#)

[Volunteering](#)

## About KIPP Bayview Elementary

### ***Vision***

At KIPP Bayview Elementary we honor the collective strength of our students, families, staff, and community. We stay true to our authentic selves and strive to bring out the best in each other so that we can elevate the excellence living within each of us. By cultivating a learning environment that is nurturing, rigorous, and reflective of our students' identities and aspirations, students are empowered to lead fulfilling, choice-filled lives.

### ***DEI Commitment***

We acknowledge that systems of oppression, racism, anti-black policies are deeply ingrained in the fabric of America *and* the culture of schooling in the U.S.. At KBE, we are committed to disrupting these systems by 1) strategically and authentically partnering with families, and community organizations. 2) consistently reflecting on structures, routines, policies, and priorities through a DEI lens, 3) taking action to address gaps including but not limited to academic achievement and growth, attendance, and suspensions and 4) intentionally crafting vibrant, student-centered classrooms that encourage participation and ownership. The ultimate goal is to co-create a community school that is a place of liberation, hope and love.

### ***Values***

LOVE	<ol style="list-style-type: none"><li>1. We believe in ourselves when things are going well and when things are hard.</li><li>2. We care for others by treating them the way we want to be treated.</li><li>3. We show appreciation for others through our words and actions.</li></ol>
PURPOSE	<ol style="list-style-type: none"><li>1. We know our strengths and we know what we are working on.</li><li>2. We take time to do things that interest us.</li><li>3. We make the most of our learning time.</li></ol>
IDENTITY	<ol style="list-style-type: none"><li>1. We are proud of who we are.</li><li>2. We accept and appreciate our teammates for who they are.</li><li>3. We make sure everyone knows they belong here.</li></ol>
EXCELLENCE	<ol style="list-style-type: none"><li>1. We do our best work every day.</li><li>2. We see mistakes as opportunities for learning.</li><li>3. We never give up.</li></ol>
COMMUNITY	<ol style="list-style-type: none"><li>1. We assume the best in others.</li><li>2. We make sure everyone is included.</li><li>3. We work with others to meet our goals.</li></ol>

## Commitment to Excellence at KIPP Bayview Elementary

### **STAFF COMMITMENT**

We fully commit to KIPP Bayview Elementary in the following ways:

- **School Vision and Values Alignment:** We will model our school values of love, identity, purpose, excellence, and community every day.
- **High Quality Education:** We will always have the highest expectations for what our children can do, and we will work with all children and their families to ensure they are on the path to success. We will always teach in the best way we know how, and we will do whatever it takes for our students to learn. We will work closely with other staff to improve our own practice, in order to best meet the needs of our students and families. We are committed to results.
- **Safety:** We will always protect the safety, interests, and rights of all individuals in the classroom.
- **Civility Code:** We promise to maintain a high level of civility in all of our communication with students, families, and other staff members. We believe that we are all on the same team and we will conduct ourselves respectfully and professionally.
- **Communication:** We will always make ourselves available to students and families and attend to any concerns they may have. We will provide families with updates on their child's progress. We will return phone calls from families within 24 hours. We will work together in partnership with families for the benefit of their child and all of the children attending KIPP Bayview Elementary.
- **Timeliness:** We will arrive at school every day by 7:30 am. We will remain at school every day until dismissal. We will come to school for any evening and weekend family/community events.

### **PARENT'S/GUARDIAN'S COMMITMENT**

We fully commit to KIPP Bayview Elementary in the following ways:

- **School Vision and Values Alignment:** We will model our school values of love, identity, purpose, excellence, and community every day.
- **High Quality Education:** We will always help our child grow and develop in the best way we know how, and we will do whatever it takes for him/her/them to learn. This means that we will read with him/her/them every night, check our child's homework every night, and communicate with our child's teacher if we have questions or concerns.
- **Safety:** We understand that our child must follow the school's rules so as to protect the safety of all individuals in the classroom.
- **Civility Code:** We promise to maintain a high level of civility in all of our communication with the school. We know that we are on the same team and we will conduct ourselves in a respectful and professional manner.
- **Communication:** We will make ourselves available to our child and the school. We will return phone calls from the school within 24 hours. We will attend family/teacher conferences during the school year, and if we are asked to attend an additional meeting regarding our child's education or behavior, we will attend. If we have any concerns we will reach out to our child's teacher or someone at the school. We will promptly inform the school if our address and/or phone number changes.
- **Attendance & Timeliness:** We will make sure our child arrives to school on time by 8:00 am every day (7:45 am for breakfast), remains in class until dismissal at 3:00 pm (Monday, Tuesday, Thursday and Friday) or 1:15 pm (Wednesday), and attends school every day unless there is an emergency or illness. We will make sure to promptly pick up our child at the end of the school day (3:00 pm Mondays, Tuesdays, Thursdays, and Fridays and 1:15 pm on Wednesday). If our child attends the after school program, we will promptly pick up our child by 6:00 pm. We will participate in evening/weekend family/community events and learning activities.
- **Uniform:** We will make sure our child follows the uniform policy.

### **STUDENT'S COMMITMENT**

I fully commit to KIPP Bayview Elementary in the following ways:

- I will live the school values of love, identity, purpose, excellence, and community every day and try to be the best person I can be.
- I will work hard every day.

- I will be kind to others.
- I will complete my homework.
- I will follow the school rules and listen to the directions of my teachers.
- I will be honest if I make a mistake and will learn from my mistakes.
- I will arrive to school on time, stay until the end of the day, and come to school every day unless there is an emergency or I am sick.
- I will come to school for evening/weekend family/community events.
- I will wear the school uniform and follow the dress code.
- I will always strive to make my community a better place.
- I will persevere through challenges and ask for help when I need it.

## General Information

### **Contact Information**

For the 2022-23 school year, KIPP Bayview Elementary will be co-located with Bret Harte elementary school.

#### Address:

KIPP Bayview Elementary  
948 Hollister Ave  
San Francisco, CA 94124

Office Phone Number: (415) 404 - 2602

Website: <http://www.kippbayarea.org/kipp-bayview-elementary/>

### **Hours**

The main office is open Monday through Friday from 7:45 am until 3:30 pm.

### **Daily School Schedule**

#### Breakfast:

Optional breakfast is served daily from 7:45-7:55 am in the classroom. If you would like your child to eat breakfast at school, please drop them off at 7:45 am so that they have time to eat and settle in. If you do not plan on having your child eat breakfast at school, please make sure they are in the classroom and ready to learn at 8:00 am.

#### School Day:

Transitional Kindergarten - 4th grade runs from 8:00 am - 3:00 pm, Mondays, Tuesdays, Thursdays, and Fridays and 8:00 am - 1:15 pm on Wednesdays.

### **School Calendar**

The first day of school is Monday, August 8th for TK-1st grade and Wednesday, August 10 for 2nd - 4th grade

The last day of school is Thursday, June 8th.

There is no school on the following days:

- Monday, September 5 - Labor Day
- October, 7-11-Fall Break
- Monday, October 11 - Indigenous Peoples' Day
- Friday, November 4-Staff Development Day
- Friday, November 11 - Veterans Day
- November, 21 - 25 - Thanksgiving Break
- Monday, December 19 - January 2 - Winter Break
- Monday, January 3 - Staff Development Day
- Monday, January 16 - Martin Luther King, Jr. Day
- Monday, January 23- Lunar New Year
- Tuesday, February 6 - Staff Development Day
- Monday, February 20-Presidents Day
- Tuesday, February 21-24-February Break
- Monday, April 3-Staff Development Day
- Monday, May 8 - Staff Wellness Day
- Monday, May 29- Memorial Day
- Friday, June 9- Staff Day

You can access a full copy of our 2022-23 school calendar on our website, <http://www.kippbayarea.org/kipp-bayview-elementary/>, or by visiting our main office.

***Leadership Team Contact Information***

Principal: Jess Wood

[jess.wood@kippbayviewelementary.org](mailto:jess.wood@kippbayviewelementary.org)

Assistant Principal: Kaitlyn Williams

[Kaitlyn.williams@kippbayviewelementary.org](mailto:Kaitlyn.williams@kippbayviewelementary.org)

Assistant Principal: Ali Sirleaf

[Ali.sirleaf@kippbayviewelementary.org](mailto:Ali.sirleaf@kippbayviewelementary.org)

Content Specialist: Chris Arreola

[Chris.arreola@kippbayviewelementary.org](mailto:Chris.arreola@kippbayviewelementary.org)

Director of Operations: Salam Mustafa

[salam.mustafa@kippbayviewelementary.org](mailto:salam.mustafa@kippbayviewelementary.org)



## After-School Program

We are grateful to have the opportunity to partner with the Bayview-Hunters Point YMCA to provide an after-school program option for our families. The after-school program is optional. It runs daily at the school site from 3:15-6:00 pm on Mondays - Thursdays and 1:00 - 6:00 pm on Fridays (includes supper, homework support, and enrichment).

Program Director: Kaela Norwood  
KNorwood@ymcasf.org

If you would like your child to attend the after-school program, you must register with the Bayview YMCA and should contact Kaela Norwood, Program Director, at KNorwood@ymcasf.org for more information.

Please note: the program is limited to the first 80 registered families and will be offered on a first come, first served basis.

### ***After-School Program Fees***

The true cost to run the after school program is \$350 per month per student. Our program costs are offset by an ASES grant.

It is with great pleasure to inform you all that we are accepting applications for the 2022-2023 Afterschool Program. This year's program will be \$50 per month for each student enrolled. Slots will be generated on a first come first served basis. Please take some time to fill out the pre-application, once you are entered into the system you will receive an email to visit the Bayview YMCA located at 1601 Lane St. San Francisco, Ca to make a payment.

<https://docs.google.com/forms/d/e/1FAIpQLSeHWa04kSMzsw1qO9IqXApNJ5RQ8vtcvfW0xEh27zM1KbNJQ/viewform>

¡Bienvenidos familias!

Es un gran placer informarles a todos que estamos aceptando solicitudes para el Programa después de escuela del año 2022-2023. El costo del programa de este año será \$ 50 por mes por cada estudiante inscrito. Los espacios serán generados por orden de llegada. Tómese un tiempo para completar la solicitud previa, una vez que ingrese al sistema, recibirá un correo electrónico para visitar el Bayview YMCA ubicado en 1601 Lane St. San Francisco, Ca. para realizar un pago.

[https://docs.google.com/forms/d/e/1FAIpQLSfvAI83VDLfuFMAgBqomtAL3g-BZXq-C0jMMb82WUBJcoE\\_yA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfvAI83VDLfuFMAgBqomtAL3g-BZXq-C0jMMb82WUBJcoE_yA/viewform)

## **Attendance**

Students are expected to be in class each day and on time so that they are ready to learn. It is the responsibility of the parents/guardians to see that their children attend school regularly and on-time. It is important that students be in class and ready to learn at the beginning of the school day.

Support outstanding school attendance at home by:

- Making sure your child gets enough sleep and a nutritious breakfast each day
- Helping your child develop a positive attitude toward school and learning and encouraging him/her/them to participate in school activities
- Teaching the benefits of good attendance and consequences of poor attendance
- Creating backup systems (alternative plans for getting to and from school)
- Creating morning and evening routines
- Posting school calendars, school attendance policy, and schedules in a visible place
- Making your school aware of any issues that may be affecting your child's attendance
- Making sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address
- Notifying school staff if your child suffers from a chronic health condition and how this condition is impacting school attendance

## **Tardies**

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of KIPP Schools that students arrive to class on time.

Students who arrive to school after 8:00 am are considered tardy. Students who arrive late to school must personally come to the main office to document their time of arrival and be given a tardy pass.

When possible, parents/guardians should avoid scheduling appointments during school hours.

The following are excused tardies (with 24-hour advanced notice):

- Medical, dental, optometric or chiropractic appointments (documentation must be provided upon return to school)
- Funeral Service for an immediate family member

All other tardies will be considered an unexcused tardy, unless excused at the School Leader's sole discretion.

## **Absences**

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy (Parent/ Guardian must notify the School and provide requested documentation). A student's absence shall be excused for the following reasons:

- Medical, dental, optometric or chiropractic appointments\*
- Personal Illness- three (3) or more absences must be verified by a physician
- Attendance at funeral service for an immediate family member
  - Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
  - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.
- Participation in religious instruction or exercises
  - The student shall be excused for this purpose on no more than four (4) school days per month.

\*Note that absences due to medical appointments will not be excused for a full day unless accompanied by a doctor's note.

To excuse an absence, the parent/guardian must call the school by 7:30 a.m. the day of the absence and where relevant, provide necessary documentation within 24-48 hours of the student's return to the School's main office.

Please note that if these steps are not followed, this may trigger a Truancy Letter and other forms of intervention in alignment with this Attendance Policy.

Examples of unexcused absences and tardies are:

- Transportation problems
- Vacations or trips
- Weather conditions
- Running errands for family
- Babysitting

### ***Truancy***

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days, or if the student is tardy for more than any thirty (30) minute period during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof. After three (3) truanancies in one (1) school year, a student is considered habitually truant. Once a student becomes a truant, or shows early warning signs of habitual truancy, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school. Please see the section on attendance interventions below.

### ***Chronic Absenteeism***

A student shall be classified as a chronic truant if the student is absent from school for ten percent (10%) or more of the school days at one school, from the date of enrollment to the current date. Chronic absenteeism is linked with poor student performance, low academic engagement, and increased risk of high school dropout. Missing just two (2) days of school per month can lead to a student becoming chronically absent. We are committed to partnering with families to prevent chronic absenteeism. When a student becomes, or is at risk of becoming chronically absent, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school.

KIPP is committed to students being at school, everyday. If a student is not in class, and we have not had notification from the parent/guardian, the office will be making a live call home daily to learn more. Text messages may also be sent to contact parents about student unexcused absences.

### ***Early Sign-outs***

Please ensure your child is at school until dismissal time unless it is an emergency. Only early dismissals for doctor's appointments, funerals, and illnesses will count as excused absences. All other early pickups are considered unexcused. Any student leaving early must be signed out in the office before the family member goes to the classroom to pick up the child.

To ensure safety as we approach dismissal each day, students should not be picked up between 2:50 - 3:00 pm unless for a reason that aligns to an excused absence (doctor's appointment w/ documentation, illness, family emergency, religious observances).

We do not allow any child to leave a classroom with their family member unless they have a note from the office with them or if the teacher receives a phone call from the office. The Early Dismissal Policy is put in place so that dismissal is smooth, safe, and secure.

In the event that a student needs an early dismissal due to emergency, the following procedures must be followed:

- The Operations Team will call his/her/their guardian as approved via PowerSchool and on emergency contact form
- The students will remain in class or the main office until an adult arrives at school to pick him/her/them up
- An authorized adult **must** come in to sign their child out – we will only release students to an adult over the age of 18 who is listed on the emergency contact form. All adults **must** show proof of identification.

### ***Absences and Missed Work***

If your child will be absent, please notify the teacher ahead of time to see if there is any work to complete at home.

If a student is absent for 3 or more days, we can collect the work that she/he/they has missed and have it ready in a folder at the main office. A parent/guardian must call or e-mail their child's teacher to request the work she/he/they is missing. In the event that a child misses 3 or more days, she/he/they can make up the work missed during the school day with the teacher in order to ensure she/he/they is on track.

## **Arrival and Dismissal Procedures**

### ***Arrival***

Families may drop off their students using the following methods:

- Walk Student to Classroom
  - Families may walk from home or park their car on Gilman and walk their child to the classroom. Families should enter the school building through the gate off Gilman) instead of using the Bret Harte's main entrance.
- Car Line
  - Families can drive up to the front of the school by entering the car line from Gilman Street. Staff members will open the back passenger car door and assist the student in getting out of the car safely. There will be staff members supervising students as they walk safely to their classroom through KIPP Bayview Elementary's main entrance.
  - Families can drive up to the top of Hollister Ave by finding parking and walking them down. Families can also drop off at the top of Hollister Ave and a staff member will open the back passenger car door and assist the student in getting out of the car safely. There will be staff members supervising students as they walk safely to their classroom down the sidewalk of Hollister.

Campus opens at 7:45 am. The car line and main entrance will close promptly at 8:00 am. Families who drop their child off after 8:00 am must accompany their child to the main office and obtain a classroom pass.

### ***Dismissal***

At the end of the day, students who do not attend the after-school program will be brought to the courtyard near the front gate. These students will wait to be picked up by their families/authorized pick-up. In the winter months (December - February) when it is cold and often rainy, students will gather with their classes inside the main hallway and wait to be picked up.

Students who do not attend the after school program must be picked up by an authorized adult at 3:00 pm on Mondays, Tuesdays, Thursdays and Fridays and 1:15 pm on Wednesdays.

Students who are not picked up by 3:20 pm on Mondays, Tuesdays, Thursdays and Fridays and 1:30 pm on Wednesdays. Late pick-up policy:

- 1st time = reminder
- 2nd time = warning
- 3rd time and after = for every 30 minute interval that the student is picked up late, a family member will be asked to give back 1 volunteer hour to the school

Students who attend the after school program must be picked up by an authorized adult by 6 pm every day. Students must be picked up from the after school program directly. There is no car line for after school.

## KIPPisms

### ***Hand Signals***

We have common hand signals to communicate basic needs and statements at school.

#### Bathroom:



#### Water:



#### Tissue:

Finger touching nose

#### Yes/Agree:



#### No/Disagree:

Palms are flat, moving from side to side

## Academic Program

### ***Assessments and Monitoring Student Progress***

At KIPP Bayview Elementary, we believe that assessments are tools for teachers to understand what students know and don't know yet. It is not about a grade; it is about students mastering standards and gaining knowledge; it is about teachers using data to adjust lessons and best support and challenge all learners.

### Strategic Teaching Evaluation of Progress (STEP)

At KIPP Bayview Elementary, we believe that literacy is the foundation for all learning. Students are assessed using the Strategic Teaching Evaluation of Progress (STEP) in transitional kindergarten through second grade. This one-on-one assessment is given four times per year: once in the beginning of the year, and then once every trimester thereafter. STEP determines students' instructional and independent reading levels and allows us to capture students' reading growth throughout the course of the school year.

### ELPAC Testing

The ELPAC is California's state test that measures students' English Language proficiency. It is administered to all students who speak a language other than English at home. For students who are new to CA public schools, they will take an initial assessment at the beginning of the year. All other students take the annual assessment between February and March. The test is a combination of reading, writing, speaking, and listening. Families will be notified of students' English Learner status after the test is taken, and teachers will use the data to better understand how to support English Learners in their classrooms.

### Interim/End of Module Assessments

In kindergarten and first grade, students are assessed at the end of unit, based on the Center for Collaborative Classroom (literacy) or Eureka (math) curriculum. These assessments are summative and not cumulative so that they assess what has been taught in that time period. After each interim or end of module assessment, teachers work together to analyze the data. In this analysis, they build time in class to reteach standards for those that have not yet mastered them. This may mean regrouping for small group instruction time, or revising the scope and sequence to reteach a standard in a new way to the whole class—whatever it takes to support mastery for all students.

### Daily Assessments and Tracking

Teachers use exit tickets and independent practice to assess students' learning every day. This provides immediate data so that, during other parts of the day, they can support students who need the extra help. It's also the best way for teachers to receive feedback on the teaching and learning in their classrooms.

### Informal Assessments and Checking for Understanding

At KIPP Bayview Elementary, teachers informally assess the learning in the classroom through various checks for understanding. It is the most effective way to guide their instruction during the lesson. Teachers use questioning, check-ins with individual students while circulating the classroom, group hand signals, whiteboards during guided practice, etc. to check for understanding constantly.

### ***Daily Checklist***

Students should come to school every day with the following items:

- Orange take-home folder with homework packet and any forms that need to be returned to school
- Just-right book(s) for independent reading if they were taken home overnight

### ***Calling Teachers on their Cell Phones***

We believe in the power of team and family. When everyone works together, we prove what is possible. KIPP staff works with all families to ensure they are best able to support their child at home. Families may call teachers on their cell phones and can expect a response from the teacher within 24 hours. Families may also message teachers through Talking Points.

For absences or lateness, families should call the main office, not the teachers' cell phones.

### ***First Two Weeks of School***

During the first two weeks of school, there are three goals: (1) All students begin building strong, trusting relationships with teachers and classmates (2) All students are excited about learning and going to college! (3) All students learn the routines and habits needed to be successful at KIPP Bayview Elementary.

### ***Grading***

The Bayview Elementary staff believes that the purpose of grades is to clearly communicate to families what their children are able to do and what they still need to learn. Therefore, grades have two components: academics and work habits. Academic grades are determined by mastery of standards; therefore, a child's math grade is the average mastery of the standards taught thus far in the year. Because we believe that learning is a process and have a growth mindset about children's learning over time, we do not use letter grades. Instead, we use "Exceeding", "Achieving", "In Progress", and "Not Yet" so that you have information of what your child knows and what they need to know. For the work habits, we want you to know about your child's development of character strengths. We use the terms "Outstanding", "Satisfactory", "Needs Improvement" so that we can work together to support their social emotional development as well.

### ***Homework***

Homework serves three purposes: (1) to meaningfully engage students with material that has already been taught in class; (2) to develop students' organization skills and responsibility; (3) to allow family members to support their child's development.

TK-2nd grade students will receive homework on Monday - Thursday nights through a homework packet. Homework packets are distributed on Monday and labeled with each night's homework. Teachers check for quality and completion of homework packets on Friday and will inform families if homework was complete or incomplete. Students who have incomplete homework will be asked to complete what they missed over the weekend. Math homework for students should not take more than 20 minutes each night; students should spend at least 20 minutes reading every night and tracking this on the reading log included in the homework packet. Please let your child's teacher know if you would like them to send home books to read.

TK-2nd grade teachers write all directions for homework onto the homework assignment. Students are expected to follow all directions on the homework. Families should not do the homework for their children. If there are questions or your child needs extra support, please contact his/her/their teacher.

### ***Take-Home Folders***

KIPPsters are provided with an orange take-home folder to carry home information for families and homework packets. Please let your child's teacher know if you would like them to send home books to read.

### ***Make-up Work***

In the event of an emergency that keeps a child out of school for consecutive days, students and family members must speak with their child's homeroom teacher to arrange for make-up work completion.

### ***Report Cards***

Report cards will be picked up by families at family/teacher conferences, which take place at the end of each trimester. If at any point during the school year families would like a meeting with a teacher outside of conference times, they may schedule that meeting with the teacher directly. Teachers are always happy to meet to discuss how to best work together to support a child's progress and success.

### ***Graduation/Promotion***

Students who have achieved an "In Progress", "Meets Expectations", "Exceeds Expectations" across all content areas on their report card are promoted. At the end of each trimester, families whose child is "Not Yet Mastering" one or more content areas will be referred for a Student Success Team (SST) meeting to decide on a collaborative plan for additional supports. If at the end of the year

a child has Not Yet Mastered in one or more content areas, the SST team meets (which includes a parent/guardian), to determine promotion or retention.

Additionally, given that literacy is the foundation for success, students' reading growth and ability impacts promotion. The chart below indicates the baseline, or the lowest level, students should achieve by the end of the year in each grade in order to be prepared for the next grade level:

Lastly, when determining promotion the SST uses the LIGHT's Retention Scale to determine whether we might consider a child for retention. LIGHT's Scale is a research-based approach to ensure that we are looking at all elements of a child's background and experience. This includes classwork data, MAP performance, STEP data, attendance/tardiness, social-emotional information, age, and other relevant information around that child's academic and social development. The SST determines promotion to the next grade based on a meeting with the parent/guardian.



### School-Wide Discipline and Restorative Practices

KIPP Bayview Elementary will implement the following teaching practices to establish a positive and nurturing learning environment in all classrooms:

Teaching Practice	Description	What It Looks Like at KIPP Bayview Elementary
Teacher Language	The professional use of words, phrases, tone, and pace to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.	All staff using reinforcing, reminding, and redirecting language with students throughout the school day.
Interactive Modeling	A process for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).	<p>Teachers and staff using interactive modeling structures during the beginning of the school year to teach routines and procedures, as well as throughout the school year when routines and procedures need to be tightened up, or new ones need to be introduced.</p> <p>*see below for more information about the interactive modeling structure)</p>
Logical Consequences	<p>A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes.</p> <p>Logical consequences are:</p> <ul style="list-style-type: none"> <li>- respectful</li> <li>- realistic</li> <li>- related</li> </ul>	<p>Students receive logical consequences, <i>not punishments</i>, when they make a mistake at school.</p> <p>Examples of logical consequences include:</p> <ul style="list-style-type: none"> <li>- Loss of privilege</li> <li>- Break it, fix it (applies to objects and relationships)</li> <li>- Take a break to regain self-control</li> </ul>
Interactive Learning Structures	Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.	<p>Teachers plan interactive learning structures into lessons for all content areas.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>- Pair share</li> <li>- 4 corners</li> </ul> <p>*Additional resources can be found <a href="#">here</a></p>

Morning Meeting	Everyone in the classroom gathers in a circle at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.	Daily morning meeting block implemented in all classrooms, with integrated social-emotional learning lessons.
Establishing Rules	Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.	During the first week of school, teachers build time into their schedules to facilitate creation of classroom rules.
Energizers	Short, playful, whole-group activities that are used as breaks or embedded as lessons.	Teachers and staff respond to needs of students by implementing energizers when needed.
Quiet Time	A brief, purposeful, and relaxed time of transition that takes place after a break (such as recess) before the rest of the school day continues.	Teachers can build a 10 minute block of quiet time for students during a transitional time of day.
Closing Circle	A five to ten minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.	Daily closing circle implemented in all classrooms, before dismissal.

**Recognizing Positive Behavior in Students**

KIPP Bayview Elementary believes that students should be intrinsically motivated to do the right thing. In order to build intrinsic motivation, adults at the school will recognize and affirm students for their positive choices and behavior in the following ways:

Daily Recognition	Weekly Recognition
<p>Individual Student Recognition:</p> <ul style="list-style-type: none"> <li>- Individual students are recognized for making positive choices in the classroom and for following the school rules (work hard, be kind, be safe).</li> </ul> <p>Table Group Recognition:</p> <ul style="list-style-type: none"> <li>- Table groups can be recognized with points when all students in the group make choices that align to the school’s values, school rules, or classroom rules. The table group with the most points at the end of each week can receive a special privilege/celebration.</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>- Lunch in the classroom with the teacher</li> <li>- Game-time in the classroom during recess</li> </ul> <p>Class-wide Recognition:</p> <ul style="list-style-type: none"> <li>- Classes can be recognized with points when <u>all</u></li> </ul>	<p>Student of the Week</p> <ul style="list-style-type: none"> <li>- Every Friday, each classroom will have the opportunity to recognize a student of the week who embodied the school’s values throughout the week and was a leader in the classroom. Students of the week get to wear their classroom’s student of the week blazer for the following week and will get to meet with the principal on Friday afternoon to have their picture taken.</li> </ul>

students in the class make choices that align to the school's values, school rules, or classroom rules. The table group with the most points at the end of each week can receive a special privilege/celebration.

Examples include:

- Additional energizers during the group activity portion of morning meeting or at closing circle
- Additional class game time
- Class party or family potluck

### **Social Emotional Learning (SEL)**

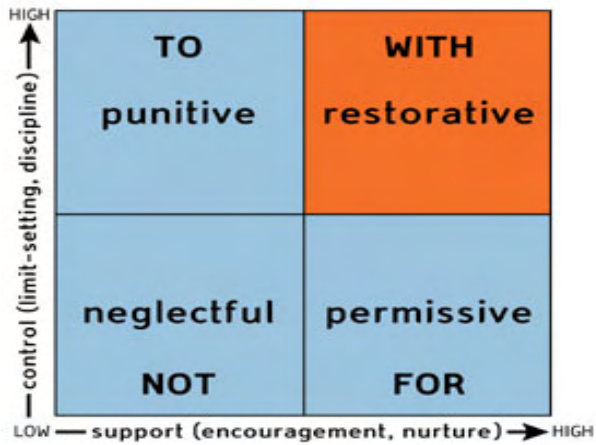
Social and emotional learning (SEL) is a research-based framework which explicitly teaches students the skills needed to manage emotions, maintain healthy relationships, and make responsible decisions. All Bayview Elementary students engage in SEL lessons and practice daily using The Toolbox Project curriculum.

Social & Emotional Learning Core Competencies



### **Restorative Practices**

At KIPP Bayview Elementary, we recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn, and that social and emotional skills can be taught and developed so that they become habits. We hold students accountable to high expectations and provide a high level support for our students to grow.



Students who make a choice that negatively impacts themselves or their classmates will be held accountable to improving their behavior through the implementation of restorative interventions.

**Restorative Chats**

Staff members at Bayview Elementary use restorative chats to support KIPPsters when harm has been done to a teammate (i.e. saying something mean) or to themselves (i.e. giving up on a task) or to the community (i.e. disrupting learning). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. How did you feel?
3. How do you think the other [person(s)] felt?
4. What can you do differently next time?
5. What can you do to make this right / fix this?

1.

**Restorative Conferences**

If a seriously harmful decision has been made, the teacher or leader may choose to use a restorative circle conference, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, and others, depending on the circumstance and impact.

**Classroom Proactive and Reactive Circles and Reflections**

Everyday, students collaborate to create a positive classroom community through morning morning, community circles, and closing circle. Classroom communities will proactively consider situations coming up like play, lunch, or even a field trip to consider goals, how to act, and what to be aware of. Classes will then come back together to reflect on how that situation went and set goals for improving next time. Students will have opportunities everyday, multiple times a day, to reflect on their own actions and think about strengths and improvements. This ongoing reflection helps students be self-managers and contribute positively to their classroom and school community. If a situation arises, classrooms will join together in a circle to reflect and repair.

## Uniform Policy

### ***Why Uniforms?***

We are a team and a family. The goal of the dress code is for students to feel a part of the KIPP Bayview Elementary school community and to take pride in the school. The dress code also helps students focus on learning, instead of clothing. The dress code is non-negotiable.

### ***Policy***

Tops: The KIPP Bayview Elementary uniform top consists of the following options:

1. a navy blue sweater vest (embroidered with the school's logo)
2. a navy blue polo shirt (embroidered with the school's logo)
3. a navy blue or white polo shirt (with no school logo)

The school will provide one of each of the uniform tops below to every student prior to the start of the school year:



### ***Bottoms:***

All students must wear navy blue or khaki bottoms (no jeans or sweatpants). Bottoms (pants, shorts, skorts, or skirts) must be loose-fitting and comfortable. Shorts/skorts/skirts must be no shorter than an inch above the student's knee when standing. If a student wears a skirt, solid color shorts or leggings should be worn underneath.

### ***Shoes:***

Students must wear athletic shoes every day so that they can participate in recess and physical education. Students may not wear open-toed shoes, flip-flops, shoes with raised heels, or boots. On rainy days, students may wear rain boots. Please expect for shoes to get dirty, as students will be very active throughout the course of the school day.

### ***Friday Uniform***

On Fridays, students may wear jeans to school, as well as their "KIPP Bayview Elementary College-Bound" t-shirt (provided by the school at the beginning of the school year.) Students may also wear their standard uniform on Fridays if they prefer.

### ***Uniform Provider***

Our uniform provider is SomethingInked. Families may purchase additional uniforms through the school's uniform [webstore](#). SomethingInked will also hold Uniform Order Days throughout the school year for families to order additional uniforms. Purchasing additional uniforms is optional, not required.

Uniforms will not be available for purchase on the school campus. No petty cash will be available to handle transactions.

***Coming to School Out of Uniform***

If a student comes to school out of uniform, families will be notified and asked to bring a uniform to school. If students repeatedly come to school out of uniform (three or more occurrences), the Operations Manager will set up a meeting with the family to see what supports the school can provide.

### **Personal Belongings**

Learning is always the focus at KIPP Bayview Elementary. We want to make sure that everyone is able to focus at all times. Only items that support student learning are permitted at school unless approved by the child's teacher prior to that school day. Purses, toys, video games, make-up, dolls, excessive money, etc. are not permitted unless approved by the child's teacher prior to that school day. If you or your child has a question about a specific item, please ask your child's teacher before your child brings the item to school. If a non-learning item is brought to school, the teacher will keep it in a safe place and return it during dismissal.

### **Cell Phone Policy**

KIPP Bayview Elementary does not allow students to use cell phones at school. While the KIPP Bayview Elementary staff understands that cell phones are part of our daily lives and allow our children to communicate with their families, the cell phone policy exists so that phones do not become a distraction to learning during school hours. Learning and growing are the focus at school.

If a parent or family member needs to contact a child, s/he/they should call the main office, and the office will communicate directly with the classroom teacher.

If a cell phone is brought to school, the teacher will make sure it is turned off, keep it in a safe place, and return it to a family member during dismissal.

### **Cheating and Plagiarism**

The KIPP Bayview team cares about knowing what each child is able to do independently and what each child needs help with. Because of this, it is important that independent work, like an assessment, is completed independently.

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work.

If a teacher discovers that a student has cheated or plagiarized on a test, quiz, or other class or homework assignment, the teacher will notify the student's family and the principal. If a student cheats or plagiarizes multiple times, the matter will require a conference with the student, family, teacher, and a member of the leadership team

### **Field Lessons / Field Trips**

Field lessons outside of school are important learning experiences for all students at KIPP. Students go on field lessons at least once per year. It is our hope that all students can participate in field lessons. If a child has demonstrated behavior that is extremely unsafe and the staff is worried about safety on a trip, a staff member may require a family member as a one-on-one chaperone in order for that student to attend the trip.

## Student Wellness and Safety

### Food Policy

#### Food Provider

All breakfast, lunch, and snacks are provided by Revolution Foods, the food service provider of San Francisco Unified School District. Revolution Foods complies with the nutritional standards established by the state and federal government and aims to provide students with healthy food choices at school.

All families will complete a federal free/reduced lunch form during the summer. Families who qualify will receive free/reduced pricing for breakfast and lunch. Families who are on reduced or paid lunches must pay their lunch balances monthly. Lunch balances can be paid by cash or check.

#### Sending Food From Home

Students are not required to eat school meals. Families may choose to have their children eat breakfast at home and/or send a bag lunch to school.

Because we are committed to providing a healthy school breakfast, lunch, and snack through Revolution Foods, we ask that families support us in sending healthy food options from home as well. If students bring food items to school on the “snacks to avoid list”, staff will ask students to save the item and enjoy the school-provided snacks/lunch items.

Healthy Snacks to Bring to School	Snacks to Avoid Bringing to School
<ul style="list-style-type: none"><li>Water, Milk, 100% juice drinks</li></ul>	<ul style="list-style-type: none"><li>Soda/Energy Drinks/Sugary Drinks/Coffee/Starbucks' Drinks</li></ul>
<ul style="list-style-type: none"><li>Fruit and vegetables</li></ul>	<ul style="list-style-type: none"><li>Candy</li></ul>
<ul style="list-style-type: none"><li>Pretzels, SunChips, Pita Chips, Goldfish, popcorn, individual packs of crackers</li></ul>	<ul style="list-style-type: none"><li>Chips/Hot Cheetos/Takis, etc.</li></ul>
<ul style="list-style-type: none"><li>Cheese, yogurt, hard-boiled eggs</li></ul>	<ul style="list-style-type: none"><li>Sunflower seeds</li></ul>
<ul style="list-style-type: none"><li>Dried fruit</li></ul>	<b>*Chewing gum is not allowed at school.</b>
<ul style="list-style-type: none"><li>Protein bars, trail mix (peanut-free)</li></ul>	<b>*We are a <u>peanut-free</u> school, due to student allergies.</b>

The school is unable to refrigerate or reheat food that is brought from home. We recommend sending an ice pack in your child's lunch bag for any cold items.

Students must bring their food from home with them to school in the morning. We cannot allow families to drop off food items for their child in the middle of the day.

Students are unable to use the office phone during school hours to request food from home, because we do not want students to miss important learning time.

All food brought from home can be eaten at designated lunch and snack times only.



### Allergies or Special Food Needs

Parents/guardians are required to provide information to the school if their student(s) has a need for special food substitutes (including milk products) due to allergies or other medical related conditions, as well as, students who may have religious restrictions to consume certain types of food. This information must be reported to the School Operations Manager at the time the student is enrolled and/or if the parent fills out an application for the food program.

### Celebrations

KIPP Bayview Elementary acknowledges that there are various celebrations that will take place throughout the school year. Teachers will communicate with families about opportunities to contribute food for these classroom celebrations.

If families would like to celebrate their child's birthday at school, please coordinate directly with your child's teacher. We understand that for these occasions, celebratory food such as cupcakes, cookies, etc. are common and permissible.

Celebrations must take place in the classroom to minimize distractions for students in other classrooms.

### **Health**

#### Immunization

All children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment. In accordance with SB 277, these requirements can be waived only if a properly signed medical exemption is filed with the school. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of KIPP Schools.

To meet California's school entry requirements, **all newly admitted students** who are not exempt from the immunization requirements must show proof of the following immunizations:

<b>Immunization</b>	<b>Dosage</b>
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses <sup>1</sup>
Polio	Four (4) doses <sup>2</sup>
Measles, Mumps, and Rubella (MMR)	Two (2) doses <sup>3</sup>
Hepatitis B	Three (3) doses
Varicella (chickenpox)	Two (2) doses

<sup>1</sup>Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

<sup>2</sup>Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.

<sup>3</sup>Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.

#### Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted. In case of emergencies, the school will also call 911. All students must have an "authorization to treat" form on file in order for medical personnel to provide medical care to students in emergencies.

### Administration of Medicine

Any student who is required to take, during the regular school day, medication prescribed for him/her/them by a physician must submit to the school (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the student indicating the desire that the school assist the student in the matters set forth in the physician's statement. This can be fulfilled with the completion of the "School Medication Authorization Form." The administration of medicine, during the school day, is the responsibility of the student or parent/guardian. On a limited basis, the principal may appoint a designated employee to assist with the administration of medication. Medication will not be dispensed to a student without this documentation present in his/ her/their files. Students are not permitted to carry any medication with them during the school day, unless it is explicitly indicated on the form.

Prior to the administration of medication the following procedures must be in place.

1. School Medication Authorization Form (one per medication)
  - a. Completed and signed by medical provider
  - b. Completed and signed by parent/guardian
  - c. Completed annually or when there is a change in the medication order
2. Medication is supplied by parent/guardian in a pharmacy labeled container/dispenser
  - Any medical equipment needed to dispense medication is supplied by the parent/guardian.

### Vision and Hearing Screenings

Vision and hearing screenings will be conducted in accordance with state mandates. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening is **not a substitute for regular medical visits to your child's doctor and optometrist.**

You will be notified of your child's screening results only if he or she does not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your site administrator.

### Oral Health Requirement

All kindergarten or first grade students enrolled for the first time in public school must have documentation of a dental assessment performed by a licensed dental professional. Documentation must be submitted no later than May 31<sup>st</sup> of the year of entrance to public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement.

### ***Bathroom Policy***

While students are encouraged to use the restroom during breakfast, lunch, and playtime, they are permitted to use it as needed throughout the school day. Students ask to use the restroom during class by using the school's bathroom signal. Students will be encouraged to use the bathroom during independent class work time in order to minimize missing direct instruction. Students must take a pass to the restroom.

### ***Visitors***

#### Family Visitors

Families are encouraged to visit the school and should plan with the classroom teacher ahead of time. ALL visitors must check in at the office upon their arrival so that they can sign in and obtain a visitor badge, in order to ensure campus safety.

Families and teachers are partners in this work, so frequent and open communication is essential and encouraged. If families want to speak with a teacher directly, the best way to do this is to call and schedule a meeting. Teachers are not available to conference with families while they are teaching, but they will return calls within 24 hours.

Families who drop their child off in the classroom in the morning are welcome to stay in the classroom until the end of Morning Meeting. Once Morning Meeting ends at 8:20 am, core instruction begins. If families would like to observe/help out during portions of the instructional school day, they should coordinate a specific day and time with the classroom teacher.

### *Non-Family Visitors*

All other visitors must have a specific purpose for their visit and contact the Principal beforehand to arrange a visit if they wish to visit the school. During their visit, visitors must abide by the same requirements as family visitors. Again, all visitors must check in at the office upon their arrival so that they can sign in and obtain a visitor badge identifying him/herself/themselves. We ask that all visitors respect the learning process by quietly observing classes, and by not distracting the students or teacher. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to learning or the educational environment.

### ***Emergencies***

In the case of an emergency or disaster, families will be contacted by phone to pick up their child. It is incredibly important that we have your most updated contact information, including emergency contacts. If your phone number changes, please contact the main office immediately so that we can update our records.

### ***Emergency Drills***

KIPP Bayview Elementary holds the following safety drills each year:

- fire drills with evacuation and attendance
- earthquake drills with evacuation and attendance
- lockdown drills
- shelter-in-place drills

The required evacuation map and protocol is posted in every room. Students are to follow their teacher according to that map and to stay with their class. They must go directly out of the building and stay as a class in the designated outdoor location until given further instructions. Teachers bring necessary documentation to take attendance and report any child missing to the designated administrator. Teachers also bring emergency kits in case they may need to use them.

## **Family Engagement**

### ***Information and Announcements***

KIPP Bayview Elementary sends home a family newsletter every month with important announcements and reminders.

There may be important documents that go home each week for families to review and in some cases, return to the school.

Whenever possible, family communication will go home on Wednesdays. Please plan to check your child's take home folder on Wednesday evening so that you can stay up to date on important information from the school.

### ***Family/Teacher Conferences***

We strongly believe in the phrase "Team and Family". Our work together—families, staff, and students—is essential to the success of every child. At the end of each trimester, the school has family/teacher conferences so teachers can meet with each family and review students' progress. If at any point families would like a meeting with a teacher, they may schedule that meeting with the teacher directly. Teachers are happy to meet to discuss how to best work together to support a child's progress and success.

### ***Coffee with the Principal:***

Coffee with the Principal / Cafecitos is an opportune time to create space for informal relationship-building between the Principal and families, and provides an outlet for parents to ask questions and raise concerns in a productive, constructive, and streamlined way. These meetings occur the third Wednesday of every month, coffee and light breakfast is provided.

### ***Family Signatures***

Students will have a reading log as part of their homework packet each week. Families must sign the reading log each night in order for the student's homework to be considered complete. Teachers can send home book bags with students to ensure that students have access to just right books at home.

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

The SSC meets monthly throughout the year and is composed of school staff and families. The School Site Council provides input on the school's academic program, monitors progress towards school-wide goals, and provides input around how resources are allocated. The school will hold elections for School Site Council at the beginning of the school year.

### ***KIPP Family Association***

The KIPP Family Association (KFA) is a group of a family leaders on campus that meets monthly throughout the year. It is an opportunity for families to build community amongst themselves, discuss feedback for the school, plan school events and fundraisers, and advocate/organize around community issues.

### ***Family Surveys***

Every year, the school will administer a regional family survey to learn more about how the school is doing from the family perspective. We use the survey data to celebrate our successes and to determine family needs/concerns. The results of this survey will be used to evaluate the progress of the school and to suggest programmatic changes. We may also administer additional family surveys throughout the year to gather feedback from families.

### ***Volunteering***

Volunteering at the school is not required. For families who are interested in volunteering, we welcome them to help in whatever way they are able and interested. There are many ways to volunteer at school such as supporting with classroom materials, supporting during lunch time, supporting with a family night or a Saturday community event, etc. Families should speak to the main office for school-wide volunteer opportunities or speak directly with their child's teacher about supporting with classroom specific opportunities. Please note that all volunteers are subject to a background check.

Families who pick up their child late three or more times will be asked to give volunteer hours back to the school (1 hour for every 30 minute interval). In these cases, the Operations team and school leadership team will coordinate directly with the family.

## **KIPP Public Schools Northern California**

### **Team and Family Regional Policies**

<b>About KIPP</b>	<b>3</b>
<b>Academics</b>	<b>4</b>
Board Policy: Acceleration and Retention	4
Annual Notice: Special Education	5
Annual Notice: Child Find	5
Annual Notice: Sexual Health Education (Grade Levels 7-12)	6
Annual Notice: Statewide Testing	6
English Language Proficiency Assessments for California	7
Physical Fitness Test	7
Annual Notice: English Learners	7
Independent Study Information	7
Mathematics Course Sequence and Placement Policy (Grades 6 - 11)	7
Course and Credit Transferability to and from a KIPP High School Information	8
Annual Notice: Animal Dissections (High School)	8
Annual Notice: Cal Grant Program (High School)	9
<b>Student Culture and Behavior</b>	<b>9</b>
Board Policy: Attendance and Attendance Response	9
No Show Policy	13
Involuntary Removal Process	13
Board Policy: Student Discipline - Suspension and Expulsion	14
Board Policy: Title IX, Harassment, Intimidation, Discrimination & Bullying Policy	26
Board Policy: Technology: Internet and Computer Usage	34
Public Displays of Affection	37
<b>Student Health</b>	<b>38</b>
Board Policy: Immunizations Requirements and Information	38
Annual Notice: Physical Examinations and Right to Refuse	40
Annual Notice: Oral Health Requirement (KG and/or first grade)	40
Administration of Medicine	41
Illness during School Hours	41
Suicide Prevention and Intervention	41
Annual Notice: Counseling Services	42
Vision and Hearing Screening Information	43
Annual Notice: Free and Reduced Price Meals	43
	28

Annual Notice: Connecting Families to Health Coverage	43
Annual Notice: Availability of Health Insurance	43
Annual Notice: Medi-Cal Access to Public Benefits and Insurance	43
Annual Notice: Sudden Cardiac Arrest Prevention and Automated External Defibrillators	44
Annual Notice: Concussion/Head Injuries	44
Annual Notice: Pregnant and Parenting Students	45
Annual Notice: Diabetes	46
Tobacco Free Schools	46
<b>Student Safety</b>	<b>46</b>
School Safety Plan	46
Emergency Preparedness Plan and Emergency Contacts Information	46
Board Policy: School Visitor Policy	47
Bad Weather or Other Conditions and School Closing Information	48
Annual Notice: School Bus and Passenger Safety	48
Student Transportation Safety	48
Search and Seizure	49
Violence and Weapons	50
Police on Campus Policy Information	51
Annual Notice: Guidelines for Safe Staff/KIPPster Interactions	51
Mandated Reporting Policy	53
Regional Volunteers	54
Child Custody Agreements Information	54
Annual Notice: Human Trafficking Prevention	54
<b>Student and Family Rights</b>	<b>54</b>
Admissions and Enrollment Information	54
Annual Notice: Nondiscrimination Statement	55
Media Authorization Information	55
Safe School Zones and Immigrant Student Rights	56
Board Policy: Student Freedom of Speech and Expression	57
Controversial Issues	60
Board Policy: Gender Identity Inclusion and Nondiscrimination	62
Annual Notice: Education of Foster and Mobile Youth	67
Annual Notice: Education of Homeless Children and Youth	71
Annual Notice: Parent and Family Engagement Policy	73
Annual Notice: Teacher Qualification Information	73
Board Policy: General Complaints	74
Board Policy: Uniform Complaint Policy and Procedures	75
Board Policy: Education Records, Student Information and Retention Policy (Including FERPA)	80
<b>Appendix:</b>	<b>92</b>
KIPP Public Schools Northern California General Complaint Form	93
KIPP Public Schools Northern California Uniform Complaint Procedures Form	94
KIPP Public Schools Northern California Team and Family Handbook Acknowledgement Form	97



## About KIPP

KIPP Public Schools Northern California is a network of tuition-free, public charter schools open to all students. Our schools are united by a common vision – that every child grows up free to create the future they want for themselves and their communities. Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and create a more just world. Today, there are over 255 KIPP schools in thirty (30) regions across the country educating over 110,000 students.

KIPP Public Schools Northern California (referred to as “KIPP,” “Charter School,” or “School” in this document) is a nonprofit organization that operates seventeen (17) public elementary, middle, and high schools and a Regional Support Office. Our public charter schools educate more than 7,000 students in East Palo Alto, Oakland, Redwood City, San Francisco, San Lorenzo, San José, and Stockton all within Northern California.

Our KIPP Public Schools Northern California family includes:

- KIPP Bayview Academy (grades 5-8), San Francisco
- KIPP Bayview Elementary School (grades TK-4), San Francisco
- KIPP Bridge Academy (Elementary TK-4 and Middle 5-8), Oakland
- KIPP Esperanza High School (grade 9-10, growing to 9-12), East Palo Alto
- KIPP Excelencia Community Prep (grades TK-8), Redwood City
- KIPP King Collegiate High School (grades 9-12), San Lorenzo
- KIPP Heartwood Academy (grades 5-8), San José
- KIPP Heritage Academy (grades 5-8), San José
- KIPP Navigate College Preparatory (grade 9-12), San José
- KIPP Prize Preparatory Academy (grades 5-8), San José
- KIPP San Francisco Bay Academy (grades 5-8), San Francisco
- KIPP San Francisco College Preparatory (grades 9-12), San Francisco
- KIPP San Jose Collegiate (grades 9-12), San José
- KIPP Stockton Middle School (grade 5, growing to 5-8), Stockton
- KIPP Summit Academy (grades 5-8), San Lorenzo
- KIPP Valiant Community Prep (grades TK--8), East Palo Alto
- Regional Support Office, Oakland

### **What Makes KIPP Different**

KIPP Public Schools Northern California’s free public charter schools prepare students for success in college and opportunities in life. We believe every child can grow up free to create the future they want for themselves and their communities.:

- **Sense of belonging:** KIPP provides a positive and supportive learning environment where students of all races, incomes, and abilities are known, respected, and empowered. KIPP Northern California uses trauma-informed practices to ensure an inclusive classroom environment that promotes social-emotional development and affirms the identity, background, and experience of every KIPP student.
- **Academic Excellence:** KIPP fosters a culture of academic excellence and intellectual curiosity through individualized instruction that meets the learning needs of every student. A KIPP education helps students develop the academic skills and character strengths needed to succeed in college and life.
- **Family & Community Partnerships:** KIPP partners with families and local organizations in their communities to support healthy development for children. KIPP joins other educational and community-based groups in advocating for issues that matter to their families, such as immigration rights.
- **Teacher Support & Growth:** KIPP recruits and retains a diverse group of teachers with high expectations who believe in KIPP’s mission and are committed to helping all students reach their full potential. KIPP equips teachers with opportunities for professional growth through individual coaching and specialized professional development.



- College and Career Guidance: KIPP prepares students to identify their passion, purpose, and plan for how to thrive in college, shape the future, and positively impact the world. After high school, KIPP advisors help alumni navigate the academic, social, and financial challenges they might encounter while in college or pursuing a career.

## **Academics**

### **Board Policy: Acceleration and Retention**

KIPP expects students to progress through each grade within one (1) school year. To accomplish this, instruction should accommodate the varying interests, learning styles, and growth patterns of individual students and include strategies for addressing academic gaps when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

#### ***Acceleration***

When a student's academic mastery exceeds grade-level standards, the School Leader or designee may recommend a student for acceleration into a higher section of the particular course (e.g. 6<sup>th</sup> grade Language Arts instead of 5<sup>th</sup> grade Language Arts). The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

#### ***Retention***

When a student's academic mastery is below grade-level standards, the School Leader may recommend a student for retention into a content course section more appropriate for the student's level (e.g. 5<sup>th</sup> grade Language Arts instead of 6<sup>th</sup> grade Language Arts). This decision must be approved by the school leader manager..

Decisions about retention of Special Education students will be based on the criteria of the student's IEP and performance level and will be made by the student's IEP or Section 504 team.

Students will not be retained more than two (2) times during their KIPP tenure. Students can be retained up to two (2) non-consecutive years throughout their K-12 experience.

#### **Identification of Students for Retention**

As early as possible in the school year and in students' school tenure, the School Leader shall identify students who should be retained for an entire grade level and who are at risk of being retained in accordance with law and Board policy.

The following indicators shall be used when making retention decisions: the student's grades, overall classroom progress and performance, and other indicators of academic achievement such as national, state, and KIPP placement assessments, and portfolios of student work. Additional factors to be considered shall be academic, physical, social, and emotional readiness for the next grade.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom/homeroom teacher or grade level teaching team determines that retention is not the appropriate intervention for the student's academic deficiencies. Students will not be retained two (2) consecutive years.

#### **Parent Notification of Risk of Retention**

When a student is identified as being at risk of retention, the School Leader or designee shall notify the student's parent/guardian at the earliest time possible and provide a copy of KIPP's Acceleration and Retention Policy.

When a student is identified as being at risk for retention, the School Leader shall ensure opportunities for instructional support to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer and school programs.

#### **Recommendation of Retention**

The student shall be retained in his/her current grade level unless the Student Support Team (SST) determines that retention is not the appropriate intervention for the student's academic deficiencies. The School Leader will make the final decision about retention. The Student Support Team (SST) meeting to determine promotion or retention includes a parent/guardian. If a parent/guardian

cannot attend a meeting, they are contacted by phone and sent a letter home to inform them of the school's decision.

## Appeals Process

If the parent or guardian disagrees with the school's decision to promote or retain their child, they may appeal this decision. To appeal a School Leader's decision, the appealing party shall submit a written request to the Chief of Schools or designee specifying the reasons why the School Leader's decision should be overruled. The appeal must be initiated within ten (10) school days of the determination of retention or promotion and notification to parents/guardians. The School Leader shall be provided an opportunity to state orally and/or in writing the criteria on which their decision was based.

Within thirty (30) days of receiving the request, the Chief of Schools shall determine whether or not to overrule the School Leader's decision. Prior to making this determination, the Chief of Schools or designee may meet with the appealing party and the School Leader. If the Chief of Schools determines that the appealing party has overwhelmingly proven that the School Leader's decision should be overruled, the Chief of Schools shall overrule the School Leader's decision.

## Annual Notice: Special Education

Special education is an individualized education program designed to meet the unique needs of any student with a disability who qualifies for special education. Special education services may include specialized instruction, related services such as speech or occupational therapy, equipment, assistive technology, and anything else identified by the IEP team to enable your child to make progress in his or her regular education program. These services are available to children and youth through age 21 (inclusive) determined to be eligible for special education.

The IEP team is the team that guides the special education process, from identification (eligibility) to monitoring student progress. The IEP team membership may vary, depending on the purpose; however, parental input is always essential. If your child requires special education and related services because of a disability, you will be involved in the decisions about identification, assessment, or educational placement of your child and other matters relating to your child's FAPE (Free Appropriate Public Education). KIPP provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the SELPA (SMCOE SELPA for KIPP Esperanza, KIPP Excelencia and KIPP Valiant and EDCOE SELPA for all other schools).

KIPP will ensure that your child's special education services are provided in the least restrictive environment. This means your child will receive special education services in an educational setting with non-disabled students his or her own age, as long as your child's specific needs can be met there. KIPP embraces inclusive education—that is, the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs—in the general education program, to the maximum extent appropriate in light of the child's unique needs.

KIPP's full policy regarding special education is available online or from the school office. For more information about special education at your school, please refer to the Parent Handbook for Special Education.

## Annual Notice: Child Find

Child Find is an ongoing process used by KIPP to identify children and youth who may be eligible to receive special education and related services because they have developmental delays or disabilities. KIPP is responsible for locating, identifying, and assessing, (with parental consent) students who may have a disability to ensure they receive needed special education and related services. Every child with a disability is entitled to a free appropriate public education (FAPE) designed to meet the child's individual needs. This includes children with disabilities who are homeless or foster youth. KIPP shall not deny nor discourage any student from enrollment solely due to a disability. KIPP will follow all applicable federal and state laws, including the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 (2004). If you have a concern about your child, contact your child's KIPP School Leader to request complete information about Child Find. The Child Find process may lead to the formation of a Student Success Team to consider interventions and supports that would benefit your child, or to formal assessment for the identification of a disability. If the SST team recommends assessment for a possible disability, an Individualized Education Program (IEP) team, which always includes the child's parents, will be formed to guide the process to determine if your child qualifies for special education and related services.

## Annual Notice: Section 504

KIPP recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of KIPP. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible

for accommodations by KIPP. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Leader. A copy of KIPP's Section 504 policies and procedures is available online or upon request at the main office.

### **Annual Notice: Sexual Health Education (Grade Levels 7-12)**

KIPP offers comprehensive sexual health education to its students in grades 7-12. A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. KIPP does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- a. Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- b. Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to KIPP.
- c. Be informed whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by KIPP personnel or outside consultants. When KIPP chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health education or HIV/AIDS prevention education, be informed of:
  - o The date of the instruction
  - o The name of the organization or affiliation of each guest speaker
- d. Request a copy of Education Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to any student in grades seven (7) to twelve (12), inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to KIPP.

A student may not attend any class in comprehensive sexual health education or HIV/AIDS prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### **Annual Notice: Statewide Testing**

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. KIPP shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"], the English Language Proficiency Assessments for California ("ELPAC"), and the Physical Fitness Test.) Notwithstanding any other provision of law, a parent's or guardian's written request to KIPP officials to excuse his or her child from any or all parts of the CAASPP shall be granted.

The CAASPP tests consist of the following:

#### **Smarter Balanced Assessment Consortium Assessments ("SBAC")**

The Smarter Balanced computer-based adaptive assessments are aligned with the Common Core State Standards ("CCSS"). English language arts/literacy ("ELA") and Mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

#### **California Science Tests ("CAST")**

The computer-based CAST assessment measures students' achievement of the California Next Generation Science Standards ("CA NGSS") through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST assessment is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

### **California Alternate Assessments ("CAAs")**

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

### **English Language Proficiency Assessments for California**

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two (2) separate English Language Proficiency ("ELP") assessments: one for the initial identification of students as English Learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

### **Physical Fitness Test**

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the physical fitness test.

### **Annual Notice: English Learners**

KIPP is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### **Independent Study Information**

The Board of Directors of KIPP Public Schools Northern California (the "Board") authorizes independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives and fulfill graduation requirements during periods of extended absence (minimum of 5 consecutive days). Extended absences that may qualify for independent study include, but are not limited to, travel for personal/family matters, medical leave recommended by a doctor, and bereavement leave. Independent study, under allowable circumstances, is available for all students currently enrolled at KIPP, Transitional Kindergarten through 12th grade. Independent study requires a commitment from both parent/guardian and student at all grade levels. As a student gets older, he/she should assume a greater portion of the responsibility involved. For each independent study request, the School Leader shall determine that the prospective independent study student is prepared to meet KIPP's requirements for independent study. The School Leader has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The full Independent Study Policy is available through the school office.

### **Mathematics Course Sequence and Placement Policy (Grades 6 - 11)**

**KIPP Public Schools Northern California** is committed to graduating 100% of students college-ready, which requires developing strong foundational mathematical knowledge and skills, offering a course sequence that satisfies the UC "a-g" subject requirement,

“c” for mathematics, and providing opportunities for high achieving students to take an Advanced Placement mathematics course. KIPP has established a standard mathematics course sequence for all students in grades 6 through 11 with opportunities for acceleration in high school. Parents and guardians who have questions about mathematics placement and course sequencing can find more information on our website, or through the school office. The full Policy is available through the school office.

**Course and Credit Transferability to and from a KIPP High School Information**

Parents/guardians will be notified of the acceptability of credit for transferring into or out of KIPP High School through parent meetings, letters, and emails. The policy adheres to these principles:

**Parent Notification: Course Eligibility for College**

- KIPP’s High School graduation requirements are based on the University of California A-G requirements, and all courses required for graduation will be submitted for approval by the University of California.
- Using PowerSchool, or a similar student information system, the parents and students at KIPP High School will receive specific status updates each year, regarding course eligibility: when KIPP High School proposes courses, their prospective eligibility to the University of California, and when the courses are approved. This will occur via school materials and mailed letters. In addition, the charter authorizer will be provided copies of courses approved by the University of California.

**Parent Notification: Credit Transferability**

- Students seeking to transfer into a KIPP High School may be notified of their prospective credit transferability in person and via a detailed, mailed letter. KIPP proposes the following for credit transferability for all students transferring to a KIPP High School:

**Course Transferability**

<b>Course at Former School</b>	<b>Credit Granted at KIPP High School</b>
A grade of C- or higher in a UC-approved course at a previous high school.	Full credit at KIPP High School.
A grade of C- or higher in non-UC approved course at a previous high school.	Full credit upon KIPP High School’s review of the course description, and determination that the course is comparable with a like KIPP High School course.
A grade of D+ or lower in any course at previous school.	No credit granted.

- KIPP High School will review the transfer student’s completed courses to determine credit transferability and whether completion of a course satisfies a KIPP High School graduation requirement. To graduate, the student must meet KIPP’s High School graduation requirements, even if these requirements are higher than their previous school’s requirements.
- It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at a KIPP High School, but are not part of KIPP’s High School graduation requirements or approved by the University of California. Parents may be notified of these matters via parent meetings, letters, and emails. In addition, information on credit transferability from a KIPP High School may be posted on the school’s website.

**Annual Notice: Animal Dissections (High School)**

Students at the Charter School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The

pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

### **Annual Notice: Cal Grant Program (High School)**

KIPP High Schools are required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent/Guardian, if the Student is under 18 years of age) has opted out by or before February 1.

## **Student Culture and Behavior**

### **Board Policy: Attendance and Attendance Response**

Students are expected to be in class each day and on time so that they are ready to learn. It is the responsibility of the parents/guardians to see that their children attend school regularly and on-time. If there are circumstances that make this expectation difficult to uphold, parents/guardians must communicate this to the school to identify solutions, as partners. Parents/guardians can best support outstanding school attendance by:

- Making sure your child gets enough sleep and a nutritious breakfast each day
- Helping your child develop a positive attitude toward school and learning
- Encouraging your child to participate in school activities
- Teaching the benefits of good attendance and consequences of poor attendance
- Creating backup systems (alternative plans for getting to and from school)
- Creating morning and evening routines
- Posting school calendars, school attendance policy, and schedules in a visible place
- Making your school aware of any issues that may be affecting your child’s attendance
- Making sure your child’s school has your accurate daytime contact information, including cell phone number and/or e-mail address
- Notifying school staff if your child suffers from a chronic health condition and how this condition is impacting school attendance

School sites shall administer school site-determined initial consequences, including but not limited to, meetings with students and parents/guardians, warnings, or loss of privileges for students who are tardy or absent. As discussed below under the “Procedures for Excessive Unexcused Absences and Tardies,” KIPP has established procedures to address repeated absences..

### ***Tardies***

Tardiness can be disruptive to the learning process for the student arriving late, and the other students in the class. It is the policy of KIPP that students arrive to class on time.

Students who arrive thirty (30) minutes after the tardy bell without a valid excuse are considered excessively tardy due to the amount of class instructional time missed. Students who are excessively tardy will be evaluated per the consequences listed in the procedures section, below. Students who arrive late to school must personally come to the main office to document their time of arrival. The student will then be given a tardy pass to admit them into the classroom and will not be allowed into the classroom without this pass for safety and tracking purposes.

When possible, parents/guardians should avoid scheduling appointments during school hours.

The following are excused tardies:

- Medical, dental, optometric or chiropractic appointments (documentation must be provided upon return to school or in advance)
- Funeral Service for an immediate family member

All other tardies will be considered an unexcused tardy, unless excused at the School Leader’s sole discretion.

### ***Absences***

Students are responsible for collecting and making up any work that was missed during their absence. Repeatedly submitting work late due to absence may have an impact on students' grades as determined by each school site.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance and Attendance Response Policy. (The Parent/ Guardian must notify the School and provide requested documentation.) A student's absence shall be excused for the following reasons:

- Medical, dental, optometric or chiropractic appointments.\*
  - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Personal illness (up to 5, all personal illnesses in excess of 5 will require a doctor's note)
- A Court Appearance (and, for students of age, jury duty).
- Attendance at funeral service for an immediate family member.
  - Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
  - "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- Observation of a religious holiday or ceremony
- Participation in religious instruction or exercises in accordance with Charter School policy.
  - The student shall be excused for this purpose on no more than four (4) school days per school year.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- Quarantine under the direction of a county or city health officer.
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
- To permit the pupil to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of KIPP.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the School Leader or designee pursuant to uniform standards established by the Board.
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code Section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

\*Note that absences due to medical appointments will not be excused unless accompanied by a doctor's note.

Student absences may also be excused for the following reasons if approved by a School Leader:

- Medical exclusion or exemption
- Revoked suspension through appeals procedure
- Pre-arranged mental health services (Mental Health Day Treatment)

To excuse an absence, the parent/guardian must call the school by 7:30 a.m. the day of the absence and where relevant, provide necessary documentation within 24 hours of the student's return to KIPP's main office.

Please note that if these steps are not followed, this may result in an Attendance Response letter and other forms of intervention in alignment with this Attendance and Attendance Response Policy.

Examples of unexcused absences and tardies are:

- Transportation problems
- Vacations or trips
- Weather conditions
- Running errands for family
- Babysitting

**Attendance Response**

Students shall be classified excessively absent if the student is absent from school without a valid excuse three (3) full days, or if the student is tardy for more than any thirty (30) minute period during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof. After a combination of three (3) qualifying events in one (1) school year, a student is considered habitually absent. Once a student becomes excessively absent, or shows early warning signs of habitual absenteeism, KIPP will initiate various forms of response to help improve attendance and remove barriers to missing school. Please see the section on attendance response below.

**Chronic Absenteeism**

A student shall be classified as chronically absent if the student is absent from school for ten percent (10%) or more of the school days in one school year, from the date of enrollment to the current date. Both excused and unexcused absences contribute to a student reaching the level of chronic absenteeism. Chronic absenteeism has been linked with poor student performance, low academic engagement, and increased risk of high school dropout. Many families are surprised to learn that missing just two (2) days of school per month can lead to a student becoming chronically absent. We are committed to partnering with families to prevent chronic absenteeism. When a student becomes, or is at risk of becoming chronically absent, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school.

**Procedures for Excessive Unexcused Absences and Tardies**

If students struggle to meet our expectations of attendance, to embody our core values and to develop into responsible, college-bound community members, KIPP implements logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the school community.

The objective of our Attendance and Attendance Response Policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. We have increasing levels of tiered responses to support students and families in meeting this objective.

For students with disabilities (students on an IEP or a 504 plan), excessive unexcused absences and tardies will be addressed through the IEP or 504 process.

Phone Call 1 UA/UT30	When a student obtains either one (1) unexcused absence (“UA”) or one (1) unexcused excessive tardy (“UT30”), the parents/guardians will receive a phone call alerting them to their child’s absence or tardiness.
Written Notice 3 UAs/UT30s	When a student obtains either three (3) unexcused absences or three (3) unexcused excessive tardies, or a combination thereof, the parents/guardians will receive a written notice alerting them of their child’s repeated absences and/or tardiness. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy.
Tier 1: Formal Written Notice and Attendance	When a student obtains either five (5) unexcused absences or five (5) unexcused excessive tardies, or a combination thereof, the parents/guardians will receive a Formal Written Notice requesting their attendance at a mandatory meeting with school administrators.



<p>Review Meeting</p> <p>5 UAs/UT30s</p>	<p>Both the student and a parent/guardian must attend this meeting. The goal for this Attendance Review Meeting (“ARM”) is for the student and family, working with school staff, to produce a plan of action to ensure that the student’s attendance is in accordance with school and state requirements. If the parent/guardian fails to attend the meeting, the matter will be escalated to KIPP’s Regional Administration Team who will work with the School Leader to determine an appropriate response on a case-by-case basis. Lack of response to either the School administration or regional administration may risk the student’s enrollment in the School.</p>
<p>Tier2: Formal Written Notice and Attendance Review Meeting</p> <p>10 UAs/UT30s</p>	<p>When a student obtains either ten (10) unexcused absences or ten (10) unexcused excessive tardies, or a combination thereof, the parents/guardians will be sent another Formal Written Notice requesting they attend a mandatory Attendance Review Meeting with the Assistant Principal and/or other School Administrators.</p> <p>The goal for this Attendance Review Meeting is for the student and family, working with School staff, to produce a plan of action to ensure that the student’s attendance is in accordance with school and state requirements. If the parent fails to attend the meeting the matter will be escalated to KIPP’s Regional Administration Team who will work with the School Leader to determine an appropriate response on a case-by-case basis. Lack of response to either the School administration or regional administration may risk the student’s enrollment in the School.</p>
<p>Tier 3: Formal Written Notice, Attendance Review Contract</p> <p>15 UAs/UT30s</p>	<p>When a student obtains either fifteen (15) unexcused absences or fifteen (15) unexcused excessive tardies, or a combination thereof, the parents/guardians will be sent a Formal Written Notice inviting them to a mandatory meeting with the School Leader and other KIPP Public Schools Northern California administrators.</p> <p>The Attendance Review Team, comprised of the student, parent(s)/guardian(s), School Leader and KIPP Public Schools Northern California regional administrators, will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish an agreed upon contract to resolve the attendance issue.</p> <ul style="list-style-type: none"> <li>● The Attendance Review Team shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.</li> <li>● The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the Attendance Review Team shall have the authority to order consequences as necessary to improve the student’s attendance at school, including but not limited to one or more of the following for non-compliance with the terms of the contract: Parent/guardian to attend school with the child for one day; Student retention; After school detention program; Required school counseling; Loss of field trip privileges; Loss of school store privileges; Loss of school event privileges; Required remediation plan as set by the Attendance Review Team; Notification to the District Attorney or Child Protective Services.</li> <li>● The Attendance Review Team may discuss other school placement options.</li> <li>● Notice of action recommended by the Attendance Review Team will be provided in writing to the parent/guardian.</li> </ul>
<p>Potential Disenrollment Action</p>	<p>If the conditions of the Attendance Review Team contract are not met, the student may incur additional administrative action up to and including disenrollment from the school, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, a notification will be sent within thirty (30) days to the student’s last known district of residence.</p> <p>For all communications set forth in this process, the school will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update the school with any new contact information.</p> <p>If the student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise</p>

	respond to the school’s communication attempts, as set forth above, the student will be in violation of the contract, and the Attendance Review Team will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below.
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## **No Show Policy**

When students are not in attendance on the first five (5) days of school, KIPP will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this Handbook and Attendance and Attendance Response Policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with the Attendance and Attendance Response Policy, below. However, consistent with the process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll at KIPP.
2. Students who have indicated their intent to enroll but have not attended by the third (3<sup>rd</sup>) day of the school year will receive a letter indicating the student’s risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5<sup>th</sup>) day of the school year will receive a phone call reiterating the content of the letter.
4. KIPP will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6<sup>th</sup>) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon KIPP receiving documentation of Student’s enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. KIPP will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student’s failure to attend KIPP and the disenrollment within thirty (30) days of the disenrollment.

## **Involuntary Removal Process**

No student shall be involuntarily removed by KIPP for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be led by KIPP Public Schools Northern California Regional Administrative Team. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until KIPP issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to KIPP’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, KIPP will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the KIPP Schools’ expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known district of residence within thirty (30) days.

A hearing that results in a decision not to disenroll does not prevent KIPP from making a similar recommendation in the future should a student’s excessive unexcused absence and tardies continue or reoccur.

### **Referral to Appropriate Agencies**

It is KIPP's intent to identify and remove all barriers to the student's success, and KIPP will explore every possible option to address student attendance issues with the family. For any unexcused absence, KIPP may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after an Attendance Review Team contract has been developed according to the procedures above, or if the parents fail to attend a required Attendance Review Team meeting, KIPP may notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

### **Non-Discrimination**

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

### **Reports**

The executive team, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who meet the thresholds of tiered attendance response, and the steps taken to remedy the problem.

## **Board Policy: Student Discipline - Suspension and Expulsion**

### **Vision Statement Regarding Discipline**

We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in a fair and equitable process in addressing student behavior, regardless of socio-economic status or any protected class status, including among other things, race, gender, ethnicity, sexual orientation, disability, national origin, and/or immigration status, in order to eliminate this disparity.

### **We Believe**

- We Believe suspensions and expulsions should be used only when student and/or staff safety is a concern.
- We Believe that if a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.
- We Believe that in more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.
- We Believe expulsions should generally be used after all possible supports and consequences that the school can provide have been *exhausted*, except in the most egregious instances.

### **Pupil Suspension & Expulsion Policy**

KIPP Public Schools Northern California has established a Pupil Suspension and Expulsion Policy in order to promote learning and protect the safety and well-being of all students at our schools. In creating this policy, KIPP has reviewed Education Code Section 48900 et seq., which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq., but it is not intended that the Education Code be followed. KIPP is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as KIPP' policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to

prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School Leader's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

We recognize that students in grades TK-4 are in the earliest stages of development. As a result, we do not suspend students in these grades, except in the most extreme circumstances, where safety is a concern. We believe that there are multiple approaches we can take to address situations with these students that does not involve suspending them from school.

Suspension should also be a last resort for grades 5-12 and is only considered when all other options have been exhausted. When suspension is necessary, however, KIPP requires all schools to have a reintegration process that successfully supports and reconnects the student(s) back into the school community.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

#### A. Grounds for Suspension or Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

1. **Discretionary Suspension Offenses:** Students in grades 5-12 may be suspended when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except in self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
  - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases.
  - i. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    1. A message, text, sound, video, or image.
    2. A post on a social network Internet Web site including, but not limited to:
    3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
    4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
    - b. Brandishing a knife at another person.
    - c. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
  3. **Discretionary Expellable Offenses:** Students in grades 5-12 may be recommended for expulsion for any of the following acts when it is determined the pupil:
    - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    - b. Willfully used force or violence upon the person of another, except self-defense.
    - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
    - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished

to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to

- that student's or those students' person or property.
    - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - 1. A message, text, sound, video, or image.
    - 2. A post on a social network Internet Web site including, but not limited to:
    - 3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
    - 4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - 2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
- 4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
  - b. Brandishing a knife at another person.
  - c. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on



campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (a) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### A. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### I. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Leader or the School Leader's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or designee.

The conference may be omitted if the School Leader or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school or the central office for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

##### II. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

##### III. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Leader or School Leader's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Leader or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

##### IV. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### B. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel, to be assigned by the KIPP Public Schools Northern California Board. The Administrative Panel shall consist of at least three (3) members who are school leaders, assistant principals, deans, teachers, or regional leaders in KIPP. Administrative Panel members shall not include the teacher of the pupil, staff who have been involved in the alleged incident or investigation, or a Board member of the KIPP Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

#### C. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief of Schools or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion. The Chief of Schools will convene the Administrative Panel to conduct a hearing upon this determination.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a) The date and place of the expulsion hearing;
- b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- e) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f) The right to inspect and obtain copies of all documents to be used at the hearing;
- g) The opportunity to confront and question all witnesses who testify at the hearing;
- h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### D. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- a) KIPP may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
- b) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- c) KIPP must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- d) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

- e) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- f) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- g) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- h) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- i) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- j) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- k) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### E. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### F. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. An order by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. In addition, if any witness is a minor in any case, the hearing shall be closed for the minor's testimony.

#### G. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written decision. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to their previous educational program.

#### H. Written Notice to Expel

The Chief of Schools or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and
3. Notice of the appeal grounds and procedures.

The School Leader or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

- a. The student's name; and
- b. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, KIPP shall notify the superintendent of the authorizing school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

#### I. Disciplinary Records

KIPP shall maintain records of all student suspensions and expulsions at each school. Such records shall be made available to the chartering authority upon request.

#### J. Right to Appeal

If a pupil is expelled from KIPP, the pupil or parent/guardian, within thirty (30) days of the Administrative Panel's decision, may file an appeal with the Grievance Committee of the Board. The Grievance Committee shall hold a hearing within thirty (30) school days following the formal request under this section. The Pupil shall remain expelled during any appeal proceeding, and shall enroll in another educational program pursuant to compulsory education laws, pending the outcome of the appeal process.

The period within which an appeal is to be filed shall be determined from the date an Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed in an interim alternative educational setting. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Administrative Panel.

The review by the Grievance Committee of the decision of the Administrative Panel shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

If the Grievance Committee finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

1. Remand the matter to the Administrative Panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
2. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the Administrative Panel.

If the Grievance Committee determines that the decision of the Administrative Panel is not supported by the written findings, but evidence supporting the required findings exists in the record of the proceedings, the Grievance Committee may remand the matter to the Administrative Panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing.

In all other cases, the Grievance Committee shall enter an order either affirming or reversing the decision of the Administrative Panel. The decision of the Grievance Committee shall be final and binding upon the pupil and upon the Charter School. The pupil

and the Charter School shall be notified in writing of the final order of the Grievance Committee within ten (10) school days.

The Grievance Committee (“Committee”) may act on behalf of the Board in determining student expulsion appeals. The Committee is a Board Committee established under Section 5.10 of the KIPP Bylaws and exercises the authority of the Board subject only to the statutorily enumerated exceptions found in California Corporations Code section 5212(a)(1) – (8). As such, only directors may be members of the Committee. The Committee shall be composed of three (3) directors, and no one who is not a director. The Board shall appoint members of the Committee and a Chair of the Committee to serve for one-year terms. The Chair of the Committee and the Chair of the Board, respectively, shall recommend nominees for appointment to the Committee and appointment as Chair of the Committee, respectively. The Chair of the Board, if not an appointed member of the Committee, will serve as an ex-officio member of the Committee and may attend Committee meetings, but will not have a vote.

The Board may fill vacancies on the Committee from the Board at-large, and anyone on the Board may substitute for a member of the Committee who is unable to participate in a particular grievance/expulsion appeal.

The Board may remove a Committee member from the Committee at any time, with or without cause.

#### K. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter school will work together with parent and District to help the student identify a suitable placement.

#### L. Rehabilitation Plans

Students who are expelled from KIPP shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to KIPP for readmission.

#### M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Chief of Schools or designee following a meeting with the School Leader and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Leader shall make a recommendation to the Chief of Schools following the meeting regarding his or her determination. The Chief of Schools shall then make a final decision regarding readmission. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

#### N. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

##### 1. Services During Suspension:

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### 2. Procedural Safeguards/Manifestation Determination

Prior to the student exceeding ten (10) school days in an alternate setting for suspension, or of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, KIPP, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that KIPP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and KIPP agree to a change of placement as part of the modification of the behavioral intervention plan.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then KIPP may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 3. Due Process Appeals:

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or KIPP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or KIPP, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and KIPP agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if KIPP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or KIPP may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

### 4. Special Circumstances:

KIPP personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 5. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated KIPP' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if KIPP had knowledge that the student was disabled before the behavior occurred.

KIPP shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to KIPP supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other KIPP personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other KIPP supervisory personnel.

If KIPP knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If KIPP had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. KIPP shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by KIPP pending the results of the evaluation.

KIPP shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### O. Notice to Teachers

KIPP shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### P. Involuntary Removal for Excessive Unexcused Absences

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within KIPP's Board adopted Attendance Policy for excessive absences and only after KIPP follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for excessive unexcused absences or tardies will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

### **Board Policy: Title IX, Harassment, Intimidation, Discrimination & Bullying Policy**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, KIPP prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association

with a person or group with one or more of these actual or perceived characteristics or based on any characteristics protected under applicable state or federal law or local ordinance. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. KIPP school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom KIPP does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. KIPP will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. KIPP complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

#### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Jenny Tan  
Chief of Schools  
1000 Broadway, Suite 460  
Oakland, CA 94607  
510-465-5477  
opsadmin@kippnorcal.org

#### **Definitions**

##### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

##### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by KIPP.

KIPP is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision



affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by KIPP.

\* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in KIPP’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that KIPP investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

KIPP has adopted the following procedures for preventing acts of bullying, including cyberbullying.

**1. Cyberbullying Prevention Procedures**

KIPP advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

KIPP informs Charter School employees, students, and parents/guardians of KIPP’s policies regarding the use of technology in and out of the classroom. KIPP encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

**2. Education**

KIPP employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. KIPP advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at KIPP and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected

characteristics.

KIPP's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

KIPP informs KIPP employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **3. Professional Development**

KIPP annually makes available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to its certificated employees and all other KIPP employees who have regular interaction with students.

KIPP informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by KIPP, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

KIPP encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for KIPP's students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

KIPP will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the KIPP UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, KIPP will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy. Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Jenny Tan  
Chief of Schools  
1000 Broadway, Suite 460  
Oakland, CA 94607  
510-465-5477

opsadmin@kipnocal.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. KIPP will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Academic Officer, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

KIPP acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

KIPP prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to KIPP's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or KIPP's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments,

modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. KIPP will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of KIPP to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of KIPP, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant and any other relevant parties of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that KIPP prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- KIPP may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with KIPP's policies.
- KIPP may remove a respondent from KIPP's education program or activity on an emergency basis, in accordance with KIPP's policies, provided that KIPP undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, KIPP may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If KIPP offers such a process, it will do the following:
  - Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.

- o KIPP will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. KIPP shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- o Prior to completion of the investigative report, KIPP will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- o The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment

- o If the investigation reveals that the alleged harassment did not occur in KIPP's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable KIPP policy.
- o KIPP may dismiss a formal complaint of sexual harassment if:
  - The complainant provides a written withdrawal of the complaint to the Coordinator;
  - The respondent is no longer employed or enrolled at KIPP; or
  - The specific circumstances prevent KIPP from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- o If a formal complaint of sexual harassment or any of the claims therein are dismissed, KIPP will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- Determination of Responsibility

- o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- o Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- o KIPP will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of KIPP's code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from KIPP or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by KIPP in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find KIPP's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of KIPP's decision or resolution, submit a written appeal to the President of the KIPP Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and KIPP will implement appeal procedures equally for both parties.
- KIPP will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

## 7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

KIPP will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

## Board Policy: Technology: Internet and Computer Usage

The Internet and other online resources are provided by KIPP to support instructional programs and appropriate student learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited to the school setting. For this reason, KIPP will make every reasonable effort to ensure that the resources are used responsibly, and will further require that every student and his/her parent/guardian sign the accompanying **Acceptable Internet Use Agreement** before Internet access is granted. In that agreement, the student and his/her parent/guardian shall agree not to hold KIPP or any KIPP staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless KIPP and KIPP personnel for any damages or costs incurred.

### Student and Parent Agreement

It is important to understand that student use of the Internet at KIPP is a privilege. If used properly, this resource can greatly enhance a student's learning experience and provide students with countless hours of exploration. However, anyone who uses the Internet improperly or for purposes inconsistent with the educational program at KIPP may lose all network privileges.

### Acceptable and Unacceptable Uses

The intent of KIPP in providing Internet connectivity is to support learning consistent with our academic programs. We expect students to use the Internet to pursue intellectual activities, to access libraries and other resources, and to further their education at KIPP that is consistent with expectations set by the instruction or program. A student's online conduct is ALWAYS subject to the

general code of student conduct at KIPP.

Use of KIPP equipment and access to the Internet via KIPP equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use KIPP resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, KIPP approved personal research activities, or other purposes as defined by KIPP from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Some parts of the Internet contain material that is not suited for students and is not supportive of KIPP’ educational activities. Students are not allowed to use the Internet at KIPP to access such materials, including sites containing inappropriate or obscene content. It is likewise improper to use the Internet in any manner that supports any illegal or unethical activity, or for commercial or for-profit purposes, or for any purpose that conflicts with the mission of KIPP or its status as a California Public School.

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any materials deemed harmful to minors. KIPP utilizes robust technology to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, while KIPP is able to exercise reasonable control over content created and purchased by KIPP, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither KIPP nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold KIPP or any KIPP staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless KIPP and KIPP’ personnel for any damages or costs incurred.

To reinforce these measures, School Leader or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using KIPP computers, laptops, or tablets to access the internet or online services on a KIPP campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child’s use of KIPP equipment including but not limited to their child’s access to the internet and any online services through such equipment any and all times during which any KIPP equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The School Leader or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The School Leader or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student’s online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats,



behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.<sup>1</sup> Students are expected to follow safe practices when using KIPP technology.

KIPP advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

KIPP' technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the KIPP technology primarily for educational purposes. Students shall not use KIPP technology or equipment for personal activities or for activities that violate school policy or local law. Although the following list is not intended to be comprehensive, it provides a sampling of some of the unacceptable uses of the Internet that could result in the suspension or revocation of a student's online privileges:

- Using the Internet for any illegal activity, including violation of copyright or other laws
- Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights;
- Revealing any personally identifiable information about yourself or any other student or staff member on a social networking website or chat room;
- Engaging in any activity that is harmful to other student(s) or staff, including the use of technology to harass, intimidate, bully, cyber-bully or otherwise disrupt the educational process;

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<sup>1</sup> "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Sending or displaying offensive pictures or graphics, using obscene language, or harassing, insulting, threatening or abusing others;
- Any online activity that encourages the use of drugs, alcohol or tobacco, or that promotes unethical practices or any activity prohibited by law or KIPP policy;
- Posting, sending or displaying any personally identifiable information of any minor without parental consent;
- Using the Internet for financial or commercial gain;
- Degrading, vandalizing or disrupting equipment, software or system performance or the data of another;
- Accessing or attempting to access resources or systems on the network that the student is not authorized to access;
- Invading the privacy of others or using an account owned by another user;
- Posting anonymous messages or messages with a false identity;
- Downloading, viewing, sharing, storing or printing files or messages, including pornographic, defamatory or otherwise offensive material, that use language that offends or degrades others;
- Playing unauthorized games on the Internet;
- Computer piracy, hacking, or any tampering with hardware or software;
- Using hacking tools on the network or intentionally introducing malicious code or viruses into KIPP' network;
- Using any software or proxy service to obscure either the student's IP address or the sites that the student visits;
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures;
- Downloading applications or programs without approval from teachers or administrators;
- Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.

Google Apps for EDU: As part of our mission to ensure all KIPP students will succeed in college, KIPP utilizes Google Apps for Education to promote collaboration and communication between our students and teachers. As a KIPP student, your child may receive a Google Apps user account in the KIPPNCAL.ORG Google Apps for EDU domain and have access to Gmail and other Google Apps for EDU.

Google Mail (Gmail): KIPP students may receive an account with an email address @studentkipp.org

Google Apps: Google Apps provides word processing, spreadsheet, drawing, and presentation software similar to Microsoft's Office suite. However, Google's applications are completely online, allowing access from any location with Internet connectivity. Google Apps also allows students to collaborate with other students and teachers in real-time as well as electronically submit homework items to their teachers.

Google Accounts Access Restriction: If there is reason to believe that violations of the law or of KIPP policies have occurred, a student may be prevented from any computer and account access until such time as an investigation can be completed.

Security: KIPP cannot and does not guarantee the security of electronic files located on the Google Apps system or servers. Although Google does have a powerful content filter, redundancy and backup solutions in place, KIPP cannot assure that students will not be exposed to unsolicited information nor that student work saved within the Google Apps system will always be available. Neither KIPP nor its staff shall be responsible in the event that student work becomes irretrievable or inaccessible. The student and parent/guardian agree not to hold KIPP or any KIPP staff responsible in the event that student work becomes irretrievable or inaccessible. They also agree to indemnify and hold harmless KIPP and KIPP' personnel for any damages or costs incurred.

Regarding student information held in its systems of record, KIPP appropriately secures this information from unauthorized access, loss or damage while supporting the open, information-sharing needs of our academic culture. KIPP carefully selects vendors that meet our data security requirements and requires compliance with its data security policies in its contracts with third parties.

Privacy: KIPP reserves the right to access any student account content (email, documents, etc.) without consent from the student or parent/guardian at any time for any reason. If parents/guardians have reason to believe their child is being threatened or bullied in any way, KIPP staff will review the student's email and respond to any findings according to school policies.

Use of Equipment: All members of the KIPP community, including students, faculty, staff and volunteers are expected to respect our technology resources and use them with care. KIPP will repair or replace damaged equipment resulting from normal use. However, all other replacements and repairs will be the responsibility of the students and/or family.

**\*\*Please see the corresponding Technology Use Agreement Form within the Appendix \*\***

## Public Displays of Affection

We generally do not allow public displays of affection ("PDA") within our school environments. Students are expected to exercise self-control and respect for the personal space of others. We recognize that these displays of affection vary dependent on student

age and developmental level, and we will manage behaviors and our responses accordingly. Regardless, PDA and/or inappropriate sexual physical contact, whether affectionate (i.e., hand-holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at KIPP and may result in disciplinary action against the student/s.

## **Student Health**

KIPP Public Schools Northern California enforce health and safety requirements that ensure that all children are healthy and ready to learn. Our policies also help to manage a safe and healthy school environment for teachers, staff and visitors. All campuses are non-smoking and substance free.

### **Board Policy: Immunizations Requirements and Information**

KIPP will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Per the California Department of Education, all children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment. KIPP requires written verification from a doctor or immunization clinic of the immunizations below. In accordance with SB 277, these requirements can be waived only if a properly signed medical exemption is filed with the school. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of KIPP Schools.

To meet California’s school entry requirements, **all students entering TK/kindergarten** and newly admitted students entering grades 1 - 12, who are not exempt from the immunization requirements must show proof of the following immunizations:

<b>Immunization</b>	<b>Dosage</b>
Diphtheria, Tetanus, and Acellular Pertussis (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chicken pox)	Two (2) doses

**NOTE:** Four (4) doses of DTaP are allowed if one (1) was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three (3) doses of Polio are allowed if one (1) was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

State law also requires each child’s family to provide, within ninety (90) days of entrance into the **first grade**, a certificate documenting that the child has received a health checkup within the previous eighteen (18) months. Parents may waive the health checkup requirement because they do not want to or are unable to obtain a health screening for their child. Please request a copy of this waiver from the School: [https://www.dhcs.ca.gov/formsandpubs/forms/Forms/ChildMedSvcForms/pm171b\(bi\).pdf](https://www.dhcs.ca.gov/formsandpubs/forms/Forms/ChildMedSvcForms/pm171b(bi).pdf)

To meet California’s school entry requirements, **all students entering seventh (7<sup>th</sup>) grade** who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
Varicella (chicken pox)	Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with KIPP’s Educational Records and Student Information Policy. KIPP will file a written report on the immunization status of all new entrants to KIPP with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

All students from out of state must show proof of varicella (chicken pox) immunization. KIPP shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child’s immunization records are not available or are missing. However, this does not alter KIPP’s obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If KIPP discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, KIPP Schools will notify the student’s parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, KIPP shall exclude this student from attendance. The student shall remain excluded from KIPP until the student is fully immunized as required by law. The student shall also be reported to the School Leader.

The School Leader, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at KIPP to any Student whose parent/guardian has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the campuses until the local health officer is satisfied that the person is no longer at risk of developing the disease.

#### Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The School Leader or designee shall notify the student’s parents/guardians of the date by which the student must complete all the remaining doses. The School Leader or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, KIPP will prohibit the student from further attendance until that student has been fully immunized as required by law.



## Documentary Proof

The School shall maintain the Student's immunization information in the Student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

### Exemptions from Immunization Requirements:

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

- o Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370;
  - Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
  - On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span.
- o Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction;
  - A student who has not received all of the required immunizations will not be eligible to attend classes at a KIPP resource center unless the student is otherwise exempt under #1 or #3.
- o Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provide said letter or affidavit to KIPP, shall be allowed to enroll at KIPP without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
  - "Grade span" means each of the following:
    - Birth to Preschool.
    - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
    - Grades 7 to 12, inclusive.

This Policy does not prohibit a pupil who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

### Annual Notice: Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. Failure to obtain an examination or a waiver for your child may result in your child being denied enrollment consistent with the Charter School's enrollment practices. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in KIPP may file annually with the School Leader of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### Annual Notice: Oral Health Requirement (KG and/or first grade)

All kindergarten or first grade students enrolled for the first time in public school must have documentation of a dental assessment performed by a licensed dental professional. Documentation must be submitted no later than May 31<sup>st</sup> of the year of entrance to public school. The dental assessment must have been performed no earlier than 12 months before the date of the initial enrollment of the student.

## Administration of Medicine

Any student who is required to take, during the regular school day, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed for him or her by an authorized health care provider (an individual who is licensed by the State of California to prescribe medication), may carry and self-administer prescription an EpiPen or inhaled asthma medication if KIPP receives both the appropriate written statements as follows:

- 1) A written and signed statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which such medication is to be taken and (2) confirming that the student is able to self-administer EpiPen or inhaled asthma medication, and
- 2) A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing KIPP and KIPP personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the or designated Charter School personnel.

In order for a student to be assisted by the designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
  2. A written and signed statement from the parent, foster parent or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the authorized health care provider's statement. This can be fulfilled with the completion of the "School Medication Authorization Form."

The primary responsibility for the administration of medication rests with the student, parent/guardian, and medical professionals.

Students found carrying any medication (unless consistent with the above requirements) will have the medication confiscated and a parent/guardian will have to retrieve the medication from the school office. Students are never permitted to share medication (even over-the-counter) and the office/school staff are not allowed to administer any medication (including over-the-counter) without express written parent/guardian consent. Prior to the administration of medication the following procedures must be in place.

- a. School Medication Authorization Form (one per medication)
  - i. Completed and signed by medical provider.
  - ii. Completed and signed by parent/guardian.
  - iii. Completed annually or more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.
- b. Medication is supplied by parent/guardian.
  - i. In a pharmacy labeled container/dispenser, clearly marked with the child's first and last name.
  - ii. Any medical equipment needed to dispense medication is supplied by the parent/guardian.

## Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the parent/guardian cannot be contacted. In case of emergencies, the school will also call 911.

## Suicide Prevention and Intervention

Supporting the health and well-being of all students is of utmost importance to KIPP. In accordance with California AB 2246, the Board of Directors has adopted a suicide prevention policy to help prevent, intervene, and support students who may be

experiencing suicidal thoughts, planning for, or who may have attempted suicide through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in themselves and peers; learning and utilizing positive coping skills; developing and seeking supportive adult relationships and resources for mental wellness; and assisting their peers in need of supports. Teachers and school staff will also receive training to recognize and respond to the warning signs of suicide, suicide attempts, and re-integration of a student after a suicide attempt.
- Each school has designated a suicide prevention coordinator to serve as a point of contact for students in crisis who will either provide or refer students to appropriate mental health resources. This will be the Mental Health Counselor, School Psychologist, or the School Leader or Assistant Principal in conjunction with the Associate Director of Mental Health or a local community-based crisis response organization.
- When a student is identified as being at risk of suicide, they will be assessed by on their school site by a mental health professional, School Psychologist, or School Leader or other Administrator in conjunction with the Associate Director of Mental Health or a local community based crisis response organization to work with the student and help connect the student to appropriate local resources.
- Students and families can contact your school's mental health professional for additional resources, or can access the resources below for support:
  - The Trevor Project: [www.thetrevorproject.org](http://www.thetrevorproject.org); Trevor Lifeline: 1-866-488-7386 (24/7 and specifically for LGBTQ-identified youth)
  - National Suicide Prevention Hotline: 1-800-273-8255 (24/7)
  - Text: EASE to 741-741
  - Download the MY3 Suicide prevention app ([www.my3app.org](http://www.my3app.org)) on your child(ren)'s and/or their friend(s)' cell phone(s)
- Staff will assist students in helping to create a school culture of respect, support, and safety in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
- Students should be aware that in cases of suicidal thoughts, plans, or attempts, confidentiality may be broken in order that the staff or mental health professional can seek help for the student in crisis.
- For a more detailed review of policy changes, please see the KIPP full Suicide Prevention Policy, which can be found in the main office and on the KIPP website.

## **Annual Notice: Counseling Services**

KIPP is committed to ensuring that our students and families are informed about available mental health services on campus and in the community, and how to initiate access to these services. We understand that there may be times when students may benefit from additional emotional support. At KIPP we believe strongly in the value of holistic wellness. We believe that it is important to ensure that the whole child is well so that they can then be successful in their goals.

KIPP offers the following services on its campuses:

1. School-based counseling services – your student is encouraged to directly contact a school counselor to make an appointment to speak with the Mental Health Counselor. Our Mental Health Counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider listed below, are voluntary.
2. If you would like to pursue local agencies that offer counseling, KIPP Schools can provide local recommendations for mental health services.

If you would like to explore the supports offered by national organizations, here are three renowned organizations:

1. National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
2. The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the



ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.

3. Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

### **Vision and Hearing Screening Information**

Vision and hearing screenings will be conducted in accordance with state mandates. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child’s vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening **is not a substitute for regular medical visits to your child’s doctor and optometrist.**

You will be notified of your child’s screening results only if he or she does not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your site administrator.

### **Annual Notice: Free and Reduced Price Meals**

The School participates in the National School Lunch Program. Applications for free or reduced-price meals are distributed to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office. The Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office.

### **Annual Notice: Connecting Families to Health Coverage**

California schools are required to provide information to families about healthcare coverage options. You will be receiving a flyer about healthcare coverage options with this school handbook. If you need a new copy of the flyer, please contact your school office.

### **Annual Notice: Availability of Health Insurance**

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals (“DACA”) status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: [http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)

The Charter School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

### **Annual Notice: Medi-Cal Access to Public Benefits and Insurance**

This notice is provided to you as parents, legal guardians, caregiving adults, surrogate parents or court appointed responsible adult, because during the 2021-2022 school year, your child may be receiving medically necessary health related services covered under California’s Medicaid State Plan Title XIX and/or receive special education services under the Individuals with Disabilities Education Act (IDEA). School districts are required to provide prior written notice of your rights and protections when it seeks to use your child’s public benefits (i.e., Medi-Cal) or insurance to pay for special education and/or and medically necessary related services. This Notice will be given to you before KIPP seeks to use your child’s public benefits or insurance for the first time, and annually thereafter.

With your written consent, KIPP may submit claims to your child's public benefits or insurance program, such as the California Medi-Cal program (Medicaid) or to your private insurance in order to be reimbursed for the cost of providing the service. Personally identifiable information such as student name, date of birth, gender, and nature and extent of medically necessary services may be disclosed to the third party biller in which the school district contracts with (CFR 99.30 and 34 CFR 300.622). All personally identifiable information is Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) compliant.

KIPP cannot require parents to sign up for or enroll in public benefits or insurance programs in order for your child to receive a free appropriate public education (FAPE) under IDEA. KIPP cannot require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR 300.154 [d][2][i]) KIPP cannot use a student's benefits under Medi-Cal if that use would:

- Decrease available lifetime coverage or any other insured benefit
- Result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) and are required for the child outside of the time the child is in school
- Increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal)
- Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures (34 CFR 300.154 [d][2][iii][A-D])

You Have The Right To:

Voluntarily provide KIPP with written consent to disclose educational records containing your child's personally identifiable information such as individual educational programs (IEP) or assessment reports to Medi-Cal, other public benefits or insurance programs, or private insurance billing purposes.

Withdraw your consent to the disclosure of your child's personally identifiable information to Medi-Cal, other public benefits or insurance programs, or private insurance at any time.

Refuse to provide consent to the disclosure of your child's personally identifiable information to Medi-Cal, other public benefits or insurance programs, or private insurance for billing purposes. If you withdraw your consent or refuse to provide consent for KIPP to use Medi-Cal, other public benefits or insurance programs, or private insurance to pay for eligible related services, KIPP must continue to ensure that all required special education services are provided at no cost to you

## **Annual Notice: Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

KIPP is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at KIPP must review the information sheet on sudden cardiac arrest via the link below:

<http://cifstate.org/sports-medicine/sca/SCAInformationSheet2017.pdf> (English)

<http://cifstate.org/sports-medicine/sca/SCAParentStudentReviewFormSpanish.pdf> (Spanish)

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity a pupil who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity. The athlete may not return to that activity until he or she is evaluated and cleared to return to participate in writing by a physician, surgeon, nurse practitioner or physician assistant. On a yearly basis, an acknowledgement of receipt of the information on sudden cardiac arrest symptoms and warning signs must be signed and returned by the athlete and the athlete's parent or guardian before the athlete participates in an athletic activity not governed by the California Interscholastic Federation ("CIF"). This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. Furthermore, schools with athletic programs are required to have access to, regularly test and maintain, at least one automated external defibrillator (AED).

## **Annual Notice: Concussion/Head Injuries**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Those wishing to participate in athletics at KIPP must review the information sheet on concussions via the link below:

[http://www.cifstate.org/sports-medicine/concussions/CIF\\_Concussion\\_Info\\_Sheet.pdf](http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet.pdf) (English)  
[http://www.cifstate.org/sports-medicine/concussions/CIF\\_Concussion\\_Info\\_Sheet\\_SP.pdf](http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet_SP.pdf) (Spanish)

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **Annual Notice: Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Jenny Tan  
Chief of Schools  
1000 Broadway, Suite 460  
Oakland, CA 94607  
510-465-5477  
[opsadmin@kippnorcal.org](mailto:opsadmin@kippnorcal.org)

A copy of the UCP is available within the KIPP Regional Policies Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

## **Annual Notice: Diabetes**

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the Office if you need a copy of this information sheet or if you have any questions about this information sheet.

## **Tobacco Free Schools**

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. KIPP provides instructional programs designed to discourage students from using tobacco products. The KIPP Public Schools Northern California Governing Board ("Board") recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of all KIPP to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on KIPP property and in KIPP vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from KIPP.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The School Leader or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on KIPP premises share in the responsibility of adhering to this policy. Additionally, KIPP will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Appropriate school officials will monitor KIPP property and facilities for compliance with the Board Policy. The School Leader shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance. A complete copy of this Board Policy can be obtained at the main office.

## **Student Safety**

### **School Safety Plan**

KIPP has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

### **Emergency Preparedness Plan and Emergency Contacts Information**

KIPP routinely participates in fire, earthquake, shelter-in-place, and lockdown drills as part of its ongoing commitment to safety and security on campus. Each school has a developed and tested emergency plan specific to the building layout and surrounding community facilities. Plans are updated annually to ensure that emergency response procedures and resources meet industry best practice standards. Each school will communicate the plan to students and families and each school's plan can be reviewed upon request at the main office.

The School will request emergency contact information regularly to ensure that communication during an emergency is consistent. It

is imperative that the school have up-to-date emergency contact information on file for all students, and that parents/guardians provide multiple contacts for their child.

With that, throughout the year parents/guardians may receive test and real emergency communication through our Emergency Notification Provider. These messages are sent to inform parents/guardians and maintain an open line of communication throughout an emergency. Generally, these messages will include specific directions on what parents'/guardians' actions should be. In an emergency, it's imperative that parents/guardians follow these directions in order to keep everyone on campus and in the neighborhood safe.

### **Board Policy: School Visitor Policy**

The School Leader has the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature and extent of such visits. In exercising the School Leader's discretion, the School shall consider the purpose of the visit, the impact of the visitor's presence and the relationship of any visitor to the students. School personnel shall seek to assure that parents and other visitors are courteously received and that sincere efforts are made to provide them with information as may be needed to foster a cooperative relationship between home, school and community.

A "visitor" is defined as any person seeking to enter the school building who is not an employee of the School or a student currently enrolled in that building. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit and contact the School Leader or appropriate staff member beforehand to arrange a visit. The School Leader may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.

ALL visitors, including parents and guardians, must check in at the office upon their arrival so that they can sign in and obtain a visitor badge identifying themselves. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. Visitor badges must be worn at all times while on School premises.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. KIPP shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by KIPP, consistent with the law. The KIPP Board of Directors and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Access to classrooms and other instructional areas might be restricted and is at the discretion of the School Leader. We ask that all visitors respect the learning environment by quietly observing classes, and by not distracting the students or teachers. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to learning or the school environment. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:

- A. Requiring that the visitor be chaperoned
- B. Limiting the duration of the visit to particular times or length of time
- C. Limiting the activities of the visitor to a particular purpose(s)
- D. Designating particular routes of travel in the building or upon the school grounds.

Visitors must sign out at the end of their visit and return the visitor badge. Visitors may be on school grounds only during open school hours, unless given permission from School Leadership and/or for specific before - or after-school events open to the public.

If any COVID-19 restrictions are enforced pursuant to state, county, or local health orders, pre-approved visitors are subject to a health and exposure screening prior to entering campus and must comply with KIPP's established protocols for reducing the risk of COVID-19 transmission in schools.

#### *Removal from Campus*

The School Leader may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt KIPP's orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to KIPP's orderly operation. Consent can be withdrawn for

up to fourteen (14) calendar days.

The School Leader may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the KIPP Board of Directors. The KIPP Board of Directors shall address the Complaint at the next regular Board meeting and make a final determination.

### **Penalties**

Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified, which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

Under California Education Code section 44811, material disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

Disruptive conduct may lead to KIPP's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

### **Bad Weather or Other Conditions and School Closing Information**

In the event of bad weather or other conditions that may result in a school closure, seek out information about closures applicable to your local school district. KIPP will normally follow the instructions for the local district. If the district schools are closed or school opening is delayed, KIPP will normally also be closed or delayed. In some cases, KIPP may elect to close or remain open independent of the district. The school will make every attempt to communicate this decision in a timely manner through an automated phone call to families. In the event that weather or other conditions make traveling to school hazardous and unsafe, it is recommended that parents/guardians use their discretion in bringing their child to school. In case of a mid-day school cancellation, parents/guardians will be contacted to pick up their child.

### **Annual Notice: School Bus and Passenger Safety**

Upon registration, KIPP is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, if applicable, KIPP must provide safety instruction to all students in kindergarten through eighth (8th) grade who receive home-to-school transportation. Currently, KIPP provides transportation for field trips and provides transportation to and from two (2) KIPP schools. A copy of the complete policy is available upon request at the main office.

### **Student Transportation Safety**

The safe operation of motor vehicles is very important at KIPP. All employees and volunteers must be cleared to drive by Human Resources and Operations before they can transport students. In addition, employees must have parent/guardian and School administration permission before transporting students.

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seat belts at all times.

The following shall apply to all persons operating school vehicles or operating their own vehicles to transport students for any reason or for school business:

1. KIPP participates in the California Department of Motor Vehicles employer pull notice program. Through this program, KIPP will be able to review employee Motor Vehicle Records periodically and upon notice of new violations. Volunteers are also responsible for providing their own Motor Vehicle Records to KIPP.
  2. Employees or volunteers must have a valid driver's license at all times when operating a school vehicle or their own personal vehicle when used for student transportation or school business. Volunteers must also have completed the following before they can transport students.
    - Volunteer application
    - TB (tuberculosis clearance)
    - Fingerprinting background clearance
    - Chaperone agreement (if for a field trip)
  3. For employees or volunteers who drive their personal vehicles for student transportation or school business purposes, KIPP requires that the employee or volunteer carry insurance with the following coverage:
    - Liability
      - Bodily Injury - \$100,000 per person; \$300,000 per occurrence
      - Property Damage - \$50,000 per occurrence
      - Alternatively: \$300,000 combined single limit
      - Medical Payments - \$5,000 per person
      - Uninsured Motorist Coverage - Mirrors Liability
    - In the event of an accident, the employee's or volunteer's insurance coverage will act as the primary insurance coverage for damages. Evidence of this insurance as well as a copy of the employee's or volunteer's current motor vehicle report (MVR), a copy of their driver's license, and a copy of their vehicle registration, and a written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion must be kept on file. KIPP is not liable for collision damage on an employee's or volunteer's vehicle.
  4. Employees and volunteers must maintain a clean driving record and infractions may result in not being approved or the revocation of a driving privilege. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions
  5. Anyone with one or more of the following citations on their record may NOT drive on behalf of the school: Driving under the influence of drugs or alcohol, failure to stop for an accident, homicide, manslaughter or assault arising out of the operation of a motor vehicle, driving with a revoked or suspended license, possession of an opened container of alcohol in a vehicle, speed contest drag or highway racing, attempting to elude a police officer, hit and run, reckless driving, and car safety seat violations. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
  6. Seat belts and child safety seats (when applicable) are an essential element of our driver safety policy/procedures. All employees and volunteers must wear seat belts while transporting students and must make sure that students are wearing seatbelts or are properly secured in a child safety seat (if applicable).
    - Children under age 8 and under 57" must be properly secured in a child restraint system. All other children age 8 to 16 or over 57" must be secured in a properly fitted seat belt.
    - Children under age 8 must be restrained in a child passenger restraint system in the rear seat.
    - California law specifically requires children to be properly restrained, meaning the lap belt is low on the hips, touching the upper thighs, and the shoulder belt is crossing the center of the chest.
    - Children in rear-facing car seats may not ride in front if there is an active passenger airbag.
  7. Driving non-employee passengers in school vehicles either during or after normal business hours can be a major liability to KIPP. Therefore, no KIPP employee is allowed to transport non-employees in any KIPP vehicle unless prior approval by management is granted and a waiver of liability is signed by the non-employee.
  8. Only authorized employees are allowed to operate the school vehicles and they are for school business use only.
- Under no circumstances shall students transport other students.

## Search and Seizure

The California Constitution requires that all students and staff of public schools have the right to attend campuses which are safe, secure, and peaceful. Incidents which jeopardize the health, safety and welfare of students and KIPP employees may necessitate the search of students and their property, student use areas, student lockers and/or student automobiles located on school property, and may necessitate the seizure of any illegal, unauthorized or contraband materials in the search. Personal belongings, including those which are normally authorized, may be temporarily seized by school officials or legal authorities to serve as evidence in ongoing

investigation.

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a School official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or KIPP' rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

"Reasonable Suspicion" means a sufficient probability that the search will reveal evidence the student has violated or is violating the law. Certainty is not required. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting of parts of the student's underclothing or body.

Student use areas, including, but not limited to, instructional space, recreational space, and lockers, are school property and remain at all times under the control of KIPP. Periodic general inspections of school property may be conducted by school officials for any reason at any time without notice.

Student vehicles may not be used to store illegal, unauthorized, or contraband materials. The use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement if a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or KIPP's rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. (*High school students*)

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition. School officials may impose discipline upon the responsible student(s) (including suspension and/or expulsion) in accordance with KIPP's discipline policies and procedures. The School's complete Policy can be provided upon request at the main office.

## **Violence and Weapons**

It is the policy of KIPP that violence or threats of violence in any form are unacceptable and will not be tolerated. KIPP will not tolerate, condone or allow violence, whether engaged in by employees, supervisors, managers, non-employees (including contract workers or vendors), visitors, students, family members or others who interact KIPP. KIPP encourages the reporting of all incidents or threats of violence regardless of who the offender may be. This policy prohibits all acts or threats of violence, inappropriate aggression, or intimidation in any form, including verbal, written, physical, or any conduct that may be construed as a racial, sexual, ethnic or religious slur, or a slur based upon any Protected Status.

Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- Threats or acts of physical or aggressive contact directed toward another individual;
- Threats or acts of physical harm directed toward an individual or their family, friends, associates, or property;
- The intentional destruction or threat of destruction of KIPP's property or another student's property;
- Harassing or threatening phone calls;
- Harassing or threatening social media conduct;
- Surveillance;
- Stalking;
- Veiled threats of physical harm or similar intimidation

Any pattern of behavior that seems to indicate violence toward another individual, student to student or staff to student, must be reported to School Administration. No weapons may be brought to school under any circumstances. In addition, nothing that looks like or could be construed as a weapon should be on or around a school campus. We strongly recommend the safe storage and proper security around weapons in the home - especially if one is inviting another child into the home for a party, play date, or other



social activities. If a child is feeling unsafe at school, or in their method of transportation to and from school, we encourage a conversation with the School Leadership team to consider options.

### Confidential disclosure

In order to have a safe community of trust, students are expected to take responsibility for disclosing any and all knowledge of any weapons, drugs, tobacco, or alcohol on campus or at any school function. Such confidential disclosure should not be considered a betrayal of any other student, or avoided due to fear of reprisal. Instead, the confidential disclosure would be an honest commitment to the health and well-being of every member of the community.

### Police on Campus Policy Information

The purpose of our law enforcement on campus policies is two-fold: First, to support a safe school environment by empowering leadership to coordinate with law enforcement in response to imminent threats to the community. Second, to limit students' exposure to law enforcement and the juvenile justice system when alternative and more restorative practices are available. Please request a full copy of this policy from the school office.

### Annual Notice: Guidelines for Safe Staff/KIPPster Interactions

For the purposes of this policy, the term "KIPPster" refers to any current KIPP Student, or alumni still enrolled in a KIPP program, including KIPP Through College (KTC) which extends throughout their college career. KIPP recognizes its responsibility to make and enforce all rules and regulations to bring about the safest environment possible for students, alumni enrolled in KIPP programs, and KIPP Staff.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of KIPP personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;
  - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  
- B. Examples of PROHIBITED actions (corporal punishment)
  - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  - 2. Making students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Professional Boundaries

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the highest standards of behavior and professionalism required of school employees and to specify the boundaries between students, alumni, and staff. Trespassing the boundaries of an Employee/KIPPster relationship is deemed an abuse of power and a betrayal of public trust.

All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable

employee behavior (see examples section below). Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, alumni, colleagues, or school leaders. One viable standard that can be quickly applied when the employee is unsure if certain conduct is acceptable is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or parent's point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct or generally unprofessional.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with KIPPsters certainly fosters learning, staff interactions with KIPPsters, including alumni receiving services through KIPP Through College (KTC), must respect professional boundaries surrounding potential activities, locations, and intentions.

### Duty to Report

All staff members play an integral role in keeping our KIPPsters safe, and it is an employee's duty to report any concerns related to misconduct to the appropriate authority, even if they don't have full information or context. When any employee becomes aware of another staff member or adult on campus having engaged in unacceptable behaviors as specified in this policy, or behaviors regarding professional boundaries otherwise causing suspicion, they must immediately report the matter to the school administrator and/or to the Human Resources Department at [hr@kippbayarea.org](mailto:hr@kippbayarea.org). All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator or HR Director to investigate and thoroughly report the situation to the CEO. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

**The following examples are not an exhaustive list.**

*Examples of Unacceptable Behaviors (Violations of This Policy):*

- Giving gifts to a KIPPster that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a KIPPster in a private situation.
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a KIPPster for the employee's benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a KIPPster in an attempt to gain their support and understanding.
- Becoming involved with a KIPPster so that a reasonable person may suspect inappropriate behavior.
- Having/inviting one student into the employee's home is unacceptable.
- Providing any treatment that could be viewed as preferential or unprofessional (buying lunches, special privileges, etc.)
- Intentionally being alone with a KIPPster away from the school.

*Unacceptable Staff/Student Behaviors if conducted without Parent and Supervisor Permission:*

***(These behaviors should only be exercised when a staff member has parent and supervisor permission.)***

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.

*Cautionary Staff/Student Behaviors:*

***(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)***

- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.

- Sending emails, text messages or letters to students if the content is not about school activities.
- Having a group of KIPPsters over to your house with school administration and parent/guardian permission.

*Examples of Acceptable Behaviors:*

- Emails, text, phone calls and instant messages to KIPPsters that are professional and pertain to school activities or classes. (Communication should be limited to school technology).
- Keeping the door open when alone with a KIPPster.
- Keeping reasonable space between you and a KIPPster.
- Stopping and correcting a KIPPster if they cross an employee's own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional.
- Recognizing the responsibility to stop unacceptable behavior of KIPPsters or coworkers.
- Giving KIPPsters praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Hugging students is only appropriate if it is done in a public space where others are present, minimal bodily contact is involved (e.g. side or arm around the shoulder hug) and it does not make the student uncomfortable in any way (ask in advance; don't assume). Please be aware of the positive reinforcement methods that are age-appropriate for your students (e.g. elementary students may appreciate a quick hug while middle and high schoolers may not). When in doubt, do not hug a student.
- Asking yourself if your actions are worth your job and career.

*Required safety practices for the protection of staff and students:*

- Obtaining signed parental consent and written approval from the school leader are required for any non-sponsored after school activity.
- Obtaining formal approval to take KIPPsters off school property for activities such as field trips, athletic events or competitions.
- Asking another staff member to be present if the employee will be alone with any type of special needs student.
- Asking another staff member to be present when the employee must be alone with a student after regular school hours.
- Asking for advice from fellow staff or administrators if an employee finds themselves in a difficult situation related to boundaries.
- Involving the employee's supervisor if conflict arises with a KIPPster.
- Informing the employee's School Leader about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Keeping your professional conduct a high priority.

## **Mandated Reporting Policy**

California Penal Code section 11166 requires child care custodians who have knowledge of, or observe, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

***Please be aware that it is each employee's duty to report the suspicion of child abuse and neglect only.*** Employees are not required to investigate or substantiate the suspected abuse. CPS and/or law enforcement agencies will be charged with investigating the matter.

- If an employee believes a child's safety is in immediate danger, they must call 911.
- Call CPS to make an initial verbal report
  - Oakland: (510) 259-1800
  - San Francisco: (800) 856-5553
  - San Jose: (408) 299-2071, (408) 683-0601, (650) 493-1186
  - San Lorenzo and Oakland:(510) 259-1800
  - Redwood City: (650) 802-7922 or (800) 632-4615

- The employee must complete a written report and any evidence relating to the incident within thirty-six (36) hours of becoming aware of the information concerning the incident and fax it or mail it in to the name of the Social Worker who took the verbal report. (link written report: [https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf?](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?))

Employees must also report to their School Leader any suspicions of child abuse and neglect in order to enable KIPP to timely intervene, investigate, and remediate as appropriate.

**Child abuse does not include:**

- A mutual altercation between minors
- Self-defense
- Injury caused by reasonable force used by a peace officer acting within the scope of employment
- Use of reasonable force from a certificated/classified employee to maintain order, protect property and protect the health and safety of pupils

Please see the School Leader if you have any questions or concerns.

**Regional Volunteers**

Our parent volunteers give our students the opportunity to have individual attention that is vital to their education and their journey to college. The safety of our students and staff is of the utmost importance at KIPP. It is our policy to approve volunteers prior to having them work with and/or drive our students. There are administrative procedures that have been established with this policy. Parents, guardians or other community members who are interested in volunteering (and have not been cleared within the current school year) must request a *Volunteer Handbook* from the school in which they wish to volunteer. The KIPP school will communicate any additional documentation requests, notices of clearances and scheduled volunteer opportunities. Please note that it may take several weeks for all clearances to be met. We recommend interested volunteers reach out to their school as soon as possible to begin the process.

**Child Custody Agreements Information**

KIPP asks that families with an active child custody agreement in place provide a copy to the School Leader at the start of the school year and any revisions to the agreement as they become available. KIPP will not get involved in family disputes as it is not KIPP’s intention or responsibility to enforce the terms of a child custody order. Rather our expectation is that all custodial parties (1) comply with the terms of the child custody order and work to resolve any such disputes without involving KIPP and (2) remain focused on the student(s)’ education and working cooperatively to resolve any familial disputes without negatively impacting the student(s)’ ability to learn and attend School. KIPP will comply with all terms of a custody order or agreement that has been provided to KIPP.

**Annual Notice: Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available in the school office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

# **Student and Family Rights**

## **Admissions and Enrollment Information**

KIPP Public Schools Northern California operates tuition-free, public charter schools open to all students residing in the State of California. KIPP schools are attended by students who have freely chosen to enroll. Students who choose to accept the academic program of a KIPP school agree to abide by the policies of the school. Parents/guardians whose children are in a structured English immersion program have the right to apply for a parental exception waiver. To apply for a waiver, parents/guardians should contact the main office. The complete Admissions and Enrollment Policy is available online and from the school office.

## **Annual Notice: Nondiscrimination Statement**

KIPP does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

KIPP adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

KIPP does not discourage students from enrolling or seeking to enroll in KIPP for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. KIPP shall not encourage a student currently attending KIPP to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with KIPP’s charter and relevant policies.

KIPP does not request nor require student records prior to a student’s enrollment.

KIPP shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

KIPP is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). KIPP Schools also prohibit sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which KIPP does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. KIPP will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the KIPP Uniform Complaint Procedures (“UCP”) Compliance Officer:

Employee Uniform Complaints: David Ling , Chief People Officer | Phone: 510-465-5477 Email: HR@kipnocal.org

Student Level Uniform Complaints: Jenny Tan, Chief of Schools | Phone: 510-465-5477 Email: opsadmin@kipnocal.org

## **Media Authorization Information**

From time to time, the media (i.e., newspaper, radio, television) may visit KIPP school campuses to photograph, tape record, and/or videotape students or write stories of general public interest regarding KIPP schools, which may involve students. Additionally, KIPP Public Schools Northern California , KIPP Through College, and the KIPP Foundation regularly take pictures and videos of students involved in various school and school-sponsored activities and publishes these images in its own newsletters, marketing collateral, and public relations and professional development materials via print and online media.

By consenting to the media authorization form in your student's registration packet, parents/guardians understand that under California law, individuals have the legal right to control the use of their name, likeness and images. By consenting you also grant and assign KIPP, its officers, employees, and agents (including third-party photographers), the right to (1) photograph and record your student when he/she is engaged in any KIPP school event or activity; and (2) reproduce, distribute, display, create derivative works of and otherwise use your student's name, photograph, recording and likeness for and in connection with internal needs (including instruction and character development in classrooms), public relations, fundraising, activities, publicity, and promotional purposes of KIPP schools, including, but not limited to, yearbooks, newspapers, street banners, school related/sponsored websites, brochures, media, public awareness campaigns and displays by any media (print or electronic), and in online forums managed and maintained by KIPP staff for the purpose of learning and/or extra-curricular KIPP activities (including but not limited to Facebook, Instagram, blogs, Twitter, and LinkedIn), that are deemed appropriate. Your consent to media authorization remains in effect even if the student is no longer enrolled at KIPP unless you specifically revoke your authorization and request that KIPP remove your child from its publications.

By consenting to the media authorization form, you agree that you nor your student will receive any compensation for the aforementioned grant and assignment. You further agree that neither you nor your student shall have any right, title or interest, including copyrights, in any material created by KIPP or its agents pursuant to this agreement.

### **Safe School Zones and Immigrant Student Rights**

KIPP is committed to providing a safe, welcoming, and inclusive learning environment for all students, including immigrant students and their families. KIPP is also committed to protecting the rights of immigrant students and their families through policies that prohibit information-sharing with local law enforcement and federal immigration authority to the fullest extent possible under the law. KIPP shall not adopt or implement policies, practices, or procedures that exclude students from school based on their or their parents' or guardians' actual or perceived immigration status. Furthermore, KIPP personnel shall treat all students equitably in the receipt of all school services, including but not limited to, the free and reduced lunch program, transportation, and educational instruction.

### **Resources and Trainings**

KIPP trains all teachers, administrators, and other staff on how to respond to federal immigration authorities who are requesting information about students and families and/or are attempting to enter school property. Please speak to your school office if you would like to know about upcoming trainings.

### **Information Collection and Security**

KIPP staff shall not require information that relates to a student's or their families' immigration status, such as a social security number, passport, a birth certificate, or other citizenship-related documents. KIPP personnel shall not inquire into a student's or a family member's immigration status. While documents that relate to immigration status may be submitted to meet various requirements of the enrollment process (such as a birth certificate for documenting proof of age), these documents are not required, and families are allowed to use other methods to prove residency and age-eligibility, such as a baptismal certificate or parent affidavit. KIPP will not initiate communication with federal immigration authority or local, state, or federal law enforcement regarding a student's or their family member's personal information; nor shall they disclose personally identifying information found in a student's education records without parental authorization or a judicial order mandating the disclosure. KIPP personnel who learn of information related to a student's or their family member's actual or perceived immigration status must keep that information confidential and shall not record or distribute that information.

### **Campus Security**

KIPP shall not enter into agreements with state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities. Absent a judicial warrant or other court order, or otherwise required by law, state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities will not be permitted access to school sites, to interview a student, or to student records. Any formal requests from state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities shall be forwarded to the Chief Executive Officer and Legal Counsel for review.

If state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement

activities request or gain access to a student or their records held by the school or KIPP, KIPP staff must immediately notify the student's parent/guardian that the federal immigration authorities sought access to the student. KIPP shall remind the parent/guardian that they have the right to authorize and send a designee to pick up their child on the parent's/guardian's behalf.

Efforts to contact parents/guardians by the School Leader or designee must include calling all numbers listed on the student's emergency card, including work numbers, cell phone numbers, and all numbers supplied by the student.

## **Board Policy: Student Freedom of Speech and Expression**

The KIPP Public Schools Northern California Board of Directors (the "Board") believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

### **Definitions**

1. *"Obscenity"*: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. *"Defamation"*: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. *"Discriminatory Material"*: material that demeans a person or group because of the person/group's mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. *"Fighting Words"*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

### **On-Campus Expression**

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or

petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities.

Student expression on school Internet web sites and online media shall generally be afforded the same protections as in print media within this Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected expressions include the following: fighting words; vulgarity and/or profanity; violating privacy; harassment (including sexual harassment), intimidation and/or bullying; discriminatory material; defamation; or obscenity as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the School Leader or designee at least one (1) school day prior to distribution. The School Leader or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the School Leader or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the School Leader). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
1. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the School Leader or designee).

The School Leader or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

#### B. Official School Publications

Official school publications include material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or for free.

Each School Leader or designee shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>2</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

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<sup>2</sup> “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.



All student submissions shall be held to professional standards of English and journalism.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. KIPP officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the School Leader or designee considers material submitted for publication to violate this Policy, the School Leader shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the School Leader to the Chief of Schools or designee, in accordance with the appeal procedures outlined below. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

To the extent that the School Leader or designee believes that the school and KIPP should be disassociated from a particular idea or opinion, the School Leader or designee may require student articles to include disclaimers.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and the School Leader. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving an attendance response letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

### **Off-Campus Expression**

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school. Relevant considerations include: (1) the degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or

property) caused or augured by the expression, (2) whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and (3) the relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence. The Chief of Schools, School Leader, or designee shall document the impact the expression had or could be expected to have on the school program.

## **Appeals**

The following procedures shall be used to address general disputes regarding student freedom of expression. When applied to school-sponsored publications, these procedures are to be supplemental to those outlined within that section:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the School Leader or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. If the School Leader or designee is unable to resolve the dispute, or if the student and/or faculty member disagree with the School Leader or designee's decision, the student and/or faculty member may bring the matter to the Chief of Schools or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible. The Chief of Schools or designee's decision shall be final.

## **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The School Leader shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the KIPP Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the KIPP campus.
3. No KIPP employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. KIPP shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

## **Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with KIPP through following the Charter School's General Complaint Policies and Procedures.

## **Controversial Issues**

KIPP believes that students should have opportunities to discuss controversial issues which have political, social, or economic significance, and which the students are mature enough to investigate and address. These topics may include, but are not limited to: federal, state and local politics; race; religion; gay, lesbian, and transgender issues; discrimination against protected classes; suicide; war; and local, state, national and/or international current and/or past events in the news, including but not limited to, statements made by political leaders about those events. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

KIPP management works with teachers to ensure they exercise caution and discretion when deciding whether or not a particular issue is suitable for study and discussion, and to ensure all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Teachers shall not suppress any student's views on any issue so long as its expression is not obscene, libelous, slanderous, malicious, or abusive towards others or otherwise in violation of KIPP's Student Freedom of Speech and Expression Policy. If students, parents, or guardians have questions about this Policy, or the study or discussion of a particular controversial issue, they may reach out to the teacher and/or School Leader. Teachers will endeavor to notify parents/ guardians in advance of controversial topics being discussed when they are part of the school's curriculum or a teacher's lesson plan so that

parents can also share their personal views at home. However, since students often make statements or ask questions about these sorts of topics, or bring in materials and discuss or share them spontaneously, we cannot always notify parents/ guardians in advance of such classroom discussions. Where advance notice is not possible, teachers will endeavor to notify parents/guardians via email or verbally in a timely manner following such classroom discussions. It must be noted that since every parent has a different definition of what would constitute a controversial and/or sensitive topic, the school cannot always guarantee notice to parents/guardians because a teacher might not recognize a topic as generally controversial or sensitive even though it might be controversial and/or sensitive to an individual.

As teachers notify parents/guardians regarding controversial and/or sensitive topics being addressed at school, in accordance with the right to privacy contained in the California State Constitution, parents/guardians will not be notified of any issues involving individual students without the consent of that student's family. For example, if a student is undergoing cancer treatments and a discussion of this comes up in class, parents/guardians will not be notified that a student in their child's class has cancer or is undergoing medical treatments. Such information shall not be disclosed by KIPP without consent of that student's parent/guardian in order to protect the privacy rights of the student as afforded by the California State Constitution. As a result of student privacy rights, parents/guardians may not be notified of all circumstances that led KIPP to choose a particular piece of supplemental instructional material. For example, if KIPP determines that it is necessary to prevent racial harassment or bullying, it might choose to expose students to material on racial discrimination to sensitize students about the need to teach others with respect.

## Board Policy: Gender Identity Inclusion and Nondiscrimination

### PURPOSE:

California law and KIPP Public Schools Northern California (“KIPP”) require that all programs, activities, and employment practices be free from discrimination based on sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, and gender expression. This policy is designed to comply with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs, activities, and facilities.

The purpose of this policy is to delineate state and federal law as well as Charter School’s practices relating to recognition and protection of each student’s gender identity. This is consistent with Charter School’s goals of reducing stigmatization and ensuring equal access for students. This policy sets out guidelines for KIPP and KIPP staff to address the needs of transgender, gender nonconforming, and queer students in order to protect the legal rights or safety of such students.

This policy does not anticipate every situation that might occur with respect to gender identity and expression and students, and the needs of each student must be assessed on a case-by-case basis. While the needs of each student are unique, in all cases, the goal is to ensure the safety, comfort, and healthy development of all students and their opportunity to thrive and retain equal access to school programs and activities in accordance with their gender identity, while maximizing the student’s social integration and minimizing stigmatization of the student.

This Policy shall apply to all Charter School programs and activities, including those that occur during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

### DEFINITIONS:

The definitions provided here are not intended to label students but rather are intended as functional descriptions, to assist in understanding this policy and the legal obligations of KIPP staff. Although these are commonly used terms, students may or may not choose to use these terms to describe their gender identity, appearance, or behavior. We encourage students and staff to refrain from sharing information about someone’s gender identity, gender expression, or orientation, or using a specific term to describe someone’s identity, orientation, or expression, unless that person has used the term themselves and given permission for others to use it to describe them.

- **“Gender”** is a person's actual or perceived sex, and includes a person's gender identity and gender expression.
- **“Gender expression”** or **“Gender Presentation”** is an individual’s characteristics and behaviors that are perceived as gendered, such as appearance, dress, mannerisms, speech patterns, and social interactions. Under California law, “gender expression” is defined as a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.
- **“Gender Fluid”** refers to persons who does not identify as, or who do not express themselves as, solely one gender.
- **“Gender identity”** is a person’s gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth. Gender identity means each person's internal understanding of their gender, or the perception of a person's gender identity, which may include male, female, a combination of male and female, neither male nor female, a gender different from the person's sex assigned at birth, or transgender.
- **“Gender nonconformity”** refers to one’s gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes “typically” associated with one’s legal sex assigned at birth, such as “feminine” boys, “masculine” girls and those who are perceived as androgynous. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.
- **“LGBTQ”** is an umbrella term that stands for "lesbian, gay, bisexual, transgender, and questioning." The category "questioning" is included to incorporate those that are not yet certain of their sexual orientation and/or gender identity.
- **“Queer,”** refers to a member of the LGBT and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBT community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. This term is also sometimes associated with sexual orientation.
- **“Sex”** refers to the biological condition or quality of being a female or male human being.

- **“Sexual Orientation”** is a person's emotional and sexual attraction to other people based on the gender of the other person. While KIPP recognizes that people may not identify their sexual orientation with the following terms, sexual orientation as a protected class under California law is defined as heterosexuality, homosexuality, or bisexuality.
- **“Sexualized Bullying”** refers to unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, gender identity and expression, sex, sexual behavior, sexual orientation, or other related personal characteristics with the intention to humiliate. Anti-gay and sexist epithets are common forms of sexualized bullying.
- **“Transgender”** describes people whose gender identity or gender expression is different from that traditionally associated with their assigned sex at birth. “Transgender boy” and “transgender male” refer to an individual assigned the female sex at birth who has a male gender identity. “Transgender girl” and “transgender female” refer to an individual assigned the male sex at birth who has a female gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one’s recognition as transgender.

**“Transition”** is the process by which a person goes through to living and identifying as the gender with which identify, rather than the sex assigned to them at birth. Transitions may include physical, social, and/or medical processes, including, but not limited to, changes in name and pronoun usage, facility usage, or undergoing hormone therapy, surgeries, or other medical procedures. The exact steps involved in transition vary from person to person. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the student.

### Guiding Principles and Requirements

Charter School shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected.

The Charter School shall:

1. Respect all students’ gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical (instructional) tool.
3. Permit all students to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity including, but not limited to, intramural and interscholastic athletics.
4. Provide all students access to facilities that best align with students’ gender identity.

### Privacy and Confidentiality

All persons, including students, have a right to privacy. This includes the right to keep private one’s actual or perceived gender identity and expression at school. Such private information shall be shared only on a need to know basis.

Students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much information to share.

In situations where students have not publicly disclosed their gender identity; school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student’s gender identity or expression.

Information about a student’s transgender status, legal name, or sex assigned at birth also may constitute confidential medical information. KIPP personnel should not disclose information that may reveal a student’s transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless

- legally required to do so by a court order,
- there is a significant threat to the health or safety of a student or other individuals, and/or
- the student has authorized such disclosure.

When communicating with a student's parent, legal guardian, or educational rights holder, school personnel *should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise*. There will be instances when Charter School personnel may find it important to discuss a student's gender identity or expression with parents/guardians (if, for example, the student is being bullied based on their gender identity or expression). In such cases, Charter School personnel should consult and work closely with the student to assess the degree to which, if any, the parent/guardian is aware of the student's gender identity or expression and is supportive of the student, and Charter School personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents/guardians. Additionally, KIPP will take measures to ensure that disclosures under the permitted circumstances outlined above are made in a way that reduces or eliminates the risk of re-disclosure and protects the student from harassment and discrimination. Those measures may include providing counseling to the student and the student's family to facilitate the family's acceptance and support of the student's gender identity.

## School Records

Charter School shall use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so.

KIPP **is required** to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, KIPP **is not required** to use a student's legal name and gender on other unofficial school records or documents (e.g. school IDs, announcements, yearbooks, certificates, etc.). To the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth name.

KIPP will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. Certain education records may still require a school to use a student's legal name. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information. This may include keeping records that reflect a transgender student's birth name and assigned sex (e.g., a copy of the birth certificate) apart from the student's school records.

The Charter School may change a student's name, gender, or pronoun designation on unofficial student records in the absence of a court order indicating legal name change. Unofficial student records include school-issued identification cards, athletic rosters, certificates, playbills, diplomas, attendance lists, etc.

KIPP may include an "also known as" or a "prefers to be called" field in its electronic data system and list the preferred name/gender identity/pronoun of the student alongside the legal name/assigned sex. This way the preferred name may be cross-referenced with the legal name and administrators will know to use the preferred name when addressing the student.

Nothing in this section changes the obligation of Charter School personnel to **address** the student with the name and pronouns consistent with the student's gender identity. Thus, while a student's records may still indicate the name/sex assigned at birth, upon request of the student, the student should be referred to day-to-day by the name and pronouns that correspond to their gender identity.

## Preferred Names/Pronouns

The Charter School recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the school to establish mechanisms to acknowledge and support students' self-identification. A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. The Charter School shall accept and respect a student's assertion of their gender identity where the student expresses that identity at school or where there is other evidence that this is a sincerely held part of the student's core identity. The Charter School shall not require a student to provide any particular type of diagnosis, proof of medical treatment, or meet an age requirement as a condition to receiving the protections afforded under California's antidiscrimination statutes. Similarly, there is no threshold step for social transition that any student must meet in order to have his or her gender identity recognized and respected by a school. KIPP personnel should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.

The Charter School supports student self-identification by honoring the name and pronouns that students wish to go by, in accordance with the following:

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without

obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

2. Students may request a meeting with a school counselor to discuss a support plan/Student Safety Plan. The counselor will work with school administration and staff to ensure the desired name and pronouns are used.
3. Charter School may modify its student information system to prevent disclosure of confidential information and ensure, to the best of our abilities, that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.
4. All members of the Charter School community must use a student's chosen name and pronouns. The Charter School shall implement safeguards to reduce the possibility of inadvertent slips or mistakes, particularly among temporary personnel such as substitute teachers. Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of this Policy and may constitute discrimination under State law.
5. There may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.
6. If Charter School personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians.
7. If a member of the school community, including staff and students, intentionally uses a student's incorrect name and pronoun, persistently refuses to respect a student's chosen name and pronouns, or targets a student based on that student's chosen name and pronouns, that conduct should be treated as harassment, discrimination, and/or bullying and investigation in accordance with the school's *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy*.

### Equal Access to School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. To the extent possible, KIPP aims to reduce or eliminate the practice of segregating students by gender. Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity. Examples of such activities may include gym classes, health classes, or intramural activities. Activities that may involve the need for accommodations to address student privacy concerns, such as overnight field trips, will be addressed on a case-by-case basis. In such circumstances, staff shall make a reasonable effort to provide an available accommodation that can address any such concerns.

Participation in sex-segregated school programs and activities, including competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity. Students who identify as nonbinary should be granted the opportunity to participate in sex-segregated programs and activities that they find best align with their gender identity.

### Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity. Students who identify as nonbinary shall be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the School Leader shall make every effort to provide the student with reasonable access to an alternative restroom, such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms. Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender status confidential.

## Locker Room and Changing-Area Accessibility

If any KIPP school maintains locker rooms and/or changing areas, students shall have access to the locker room and changing areas facility that corresponds to their gender identity, with the goals to provide equal opportunity to participate in physical education classes, competitive athletics, and extracurricular activities. Students who identify as nonbinary should be granted access to the locker rooms/changing facilities with which they find best aligns with their gender identity, including access to reasonable accommodations as indicated below.

If there is a request for increased privacy, regardless of the reason, the School Leader shall make every effort to provide the student with access to a reasonable accommodation such as:

- a) Assignment of a student locker or changing areas in near proximity to the coaches'/staff person's office or a supportive peer group.
- b) Use of a private area within the public area of the locker room facility or changing area (e.g., nearby restroom stall with a door or an area separated by a curtain).
- c) Use of a private area (e.g., a nearby restroom or a nearby health office restroom)
- d) A separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Students seeking any accommodations should direct requests to the School Leader. Any alternative arrangement should be provided in a way that protects the student's privacy and confidentiality.

## Dress Codes

All Charter School students have the right to dress in accordance with their gender identity within the parameters of the Charter School's dress code. A copy of the Charter School Dress Code is available for review at the main office.

## General-Segregated Activities

In rare situations permitted by law, students may be segregated by gender, such as for health education classes. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their consistently asserted gender identity.

## Student Support/Safety Plan

The Charter School shall, wherever possible, meet with a gender-nonconforming student, relevant school personnel, and parents, to discuss and draft a Student Support/Safety Plan. The purpose of the plan shall be to memorialize any specific wishes/needs of the student regarding navigating their gender-confirming status during the regular school-day, and discuss general welfare and safety issues. The plan may include but is not limited to the following, and shall be tailored to the needs of the individual student:

1. Preferred Name/Pronouns
2. The names and contact information of "safe" adults with whom the student can share any concerns, including instances of bullying, discrimination, intimidation, or harassment
3. Assurances that all staff would receive training and instruction regarding Title IX, and that teachers shall teach about anti-bullying and harassment
4. Assurances that the physical education ("PE") teacher or athletics coach would be the first to enter and last to leave the locker room
5. Assurances that student's assigned locker would be in direct sight of the PE teacher/athletics coach's office
6. Assurance regarding access to the student restroom facilities and locker rooms that correspond to the student's gender identity or biological sex.
7. Accommodations for student's use of an alternate restroom (i.e. in the health office or elsewhere) if the student is uncomfortable using student restrooms
8. Accommodations for the student's use of a private changing area if the student is uncomfortable changing in a locker room with other peers.
9. Any other accommodation appropriate for the student

## Addressing Instances of Discomfort



KIPP recognizes that non-staff members of the KIPP community, such as students or parents/guardians, may express discomfort with the guidance and accommodations outlined in this policy, such as restroom or locker room access. This discomfort is not a valid reason to deny or limit the rights of access and expression outlined in this policy. School administrators, teachers, and mental health professionals will work with students to address the discomfort, foster understanding, and create a school culture that respects and values all students.

### Discrimination, Harassment, Bullying, and Student Safety

KIPP shall ensure that all staff who regularly interact with students receive professional development and training opportunities as required and recommended by the California Department of Education (“CDE”) and KIPP’s Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy.

KIPP shall also inform staff about the groups of students determined by Charter school and available research, to be at elevated risk for bullying. These groups include but are not limited to: Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ.

School staff shall take all reasonable steps to ensure safety and access for students and support students’ rights to assert their gender identity and expression. Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX Coordinator in cases where they may be a target or witness. School staff and families shall work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student’s actual or perceived gender identity or expression, in accordance with the school’s Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy. A copy of that policy is available for review in this Handbook and/or at each KIPP School office.

Charter School personnel shall immediately intervene, when it is safe to do so, whenever they witness acts of discrimination, harassment, bullying or intimidation on the basis of a student’s gender identity or expression. The Charter School may provide interim safety and emotional support measures as needed. Interim safety measures may include increased monitoring of the parties to a harassment, discrimination, intimidation, or bullying complaint, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, provision of safety plans, training and educational materials to address gender-inclusiveness, and provision of support resources (e.g., academic support, counseling, health and mental health services).

### Annual Notice: Education of Foster and Mobile Youth

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available upon request at the main office.

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. “Foster/Juvenile Court Youth” refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. “Former juvenile court school students” refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
3. “Child of a military family” refers to a student who resides in the household of an active duty military member.
4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. “Student participating in a newcomer program” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred

to as a “parent.”

**Foster and Mobile Youth Liaison:** The School Leader or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Sarah Sanchez  
Associate Director of Operations  
KIPP Public Schools Northern California  
1000 Broadway, Suite 460  
Oakland, CA 94607

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster/juvenile court youth and their parent to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster/juvenile court youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster/juvenile court youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster/juvenile court youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster/juvenile court youth's request to remain in the Charter School as the school of origin, the foster/juvenile court youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster/juvenile court youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster/juvenile court youth, currently migratory children and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth/juvenile court youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a student participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the

student's parent how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a student participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster/juvenile court youth from a new LEA, the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster/juvenile court youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster/juvenile court youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster/ juvenile court youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster/juvenile court youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

## **Annual Notice: Education of Homeless Children and Youth**

The McKinney-Vento Act is designed to ensure that each homeless student has equal access to the same free, appropriate public education as other students. KIPP has an obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children enrolled at a school within KIPP. Each school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. Please contact your School Leader for the contact information on the designated School Liaison for your school.

The School Liaison shall ensure that (42 U.S.C. 11432(g)(6)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at KIPP.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by KIPP, if any, and

referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, KIPP charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at a KIPP Public Schools Northern California school, a copy of the School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Homeless students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way. The School Leader shall ensure that placement decisions for homeless students are based on the student's best interest as defined by law and administrative regulations.

In the event that KIPP provides transportation services to all KIPP students, KIPP shall provide comparable transportation services to each homeless child or youth attending KIPP, as noted above. (42 U.S.C. § 11432(g)(4)). If KIPP does not otherwise provide transportation services to all KIPP students, KIPP shall ensure that transportation is provided for homeless students to and from the KIPP School of attendance, at the request of the parent/guardian (or liaison). (42 U.S.C. § 11432(g)(1)(J)).

Parents/guardians with questions about the designation of a homeless status should contact the school.

### **Annual Notice: Parent and Family Engagement Policy**

**KIPP** aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). KIPP staff recognize a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

### **Annual Notice: Teacher Qualification Information**

All parents/guardians have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals. This includes state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject.

## Board Policy: General Complaints

KIPP has established the following grievance protocol, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint brought by parents or guardians against any KIPP policy, practice, procedure, or employee. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the KIPP Title IX, Harassment, Intimidation, Discrimination and Bullying Policy and/or the KIPP Uniform Complaint Procedures.

KIPP takes parent and guardian concerns and complaints seriously. There are no negative consequences for filing a complaint, or asking for assistance in doing so. No reprisals or retaliation shall be invoked against any student, parent or guardian for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.

If parents and guardians have questions about the formal process outlined below, or would like assistance with the process, they should contact the office of the Chief of Schools. Requests for assistance can include but are not limited to requests for translation or transcription services, and assistance contacting and scheduling with the appropriate parties.

Every attempt is made to resolve complaints informally and through direct dialogue with the affected parties. In the instances when that is not possible, a formal process is in place.

### Parent and Guardian Complaints

1. **Informal Resolution:** Schedule a conference with the immediately-involved teacher, school leader, or administrator to discuss and informally resolve the issue.
2. **School Site Conference:** If parent(s) or guardian(s) concludes that the initial response/course of action was insufficient:
  - a. If the School Leader is immediately involved in the complaint, move to Regional Management Review.
  - b. Submit a written Grievance Letter to the School Leader that identifies: (a) the issue / concern / complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. If a parent or guardian is unable to put a complaint in writing due to conditions such as a disability or illiteracy, or requires translation services to put a complaint into writing, KIPP staff shall assist him or her in the filing of the complaint.
  - c. Within ten (10) business days of the receipt of a Grievance Letter, the School Leader will reach out to arrange a conference, to take place as soon as possible.
3. **Regional Management Review:** If a resolution cannot be reached with the School Leader, repeat Steps 2b and 2c with the School Leader's manager (Managing Director of Schools and/or Chief of Schools).
4. **Chief Executive Officer's Review:** If a resolution cannot be reached with the Chief of Schools, repeat Steps 2b & 2c with Chief Executive Officer.
5. **Grievance Committee Review:** If a resolution cannot be reached with the Chief Executive Officer, parent(s) may submit a formal Grievance Packet to the Grievance Committee of the Board of Directors. The contents of the packet and process for submission are outlined below.

### Board of Directors' Grievance Committee Resolution Procedures

KIPP Public Schools Northern California' Board of Directors shall annually appoint a Grievance Committee comprised of three (3) Directors and the Chief Executive Officer (the Chief Executive Officer shall not participate in any grievance proceeding in which s/he is the subject of an original grievance).

A parental Grievance Packet should be submitted in writing to the Grievance Committee within thirty (30) days of the last meeting with staff. If a parent or guardian is unable to complete a Grievance Packet in writing due to conditions such as a disability or illiteracy, or requires translation services to put a complaint into writing, KIPP staff shall assist him or her in the filing of the Grievance Packet.

The Grievance Packet should contain:

- The nature and date of the grievance and any related or supporting documents;
- The results of previous discussions to resolve the conflict, including any correspondence;
- The reason for the parent(s) or guardian(s)' dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within thirty (30) days of the submission of a complete Grievance Packet, the Grievance Committee shall:

- Research the nature of the complaint;
- Interview the concerned parties; and



- Render a final ruling on the grievance.

The decision of the Grievance Committee shall be final. The Board of Directors shall, at its next regularly scheduled meeting, be informed of all decisions made by the Grievance Committee.

### General Requirements

1. **Confidentiality:** All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.
2. **Non-Retaliation:** All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** KIPP will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**\*\*Please see the corresponding General Complaint Form within the Appendix \*\***

### **Board Policy: Uniform Complaint Policy and Procedures**

KIPP complies with applicable federal and state laws and regulations. KIPP is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

### Scope

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, immigration status/citizenship, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any KIPP program or activity; and
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting, or Lactating Students
  - Adult Education
  - Career Technical and Technical Education
  - Career Technical and Technical Training
  - Child Care and Development Programs
  - Consolidated Categorical Aid
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
  - Every Student Succeeds Act
  - Migrant Education Programs
  - Regional Occupational Centers and Programs and/or
  - School Safety Plans.
- (3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Education Code Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not

limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If KIPP finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, KIPP shall provide a remedy to all affected pupils, parents/guardians that, where applicable, includes reasonable efforts by KIPP to ensure full reimbursement to all affected pupils, parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or KIPP and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code Sections 47606.5 and 47607.3, as applicable. If KIPP adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
- (5) Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 – 15584.
- (6) Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

KIPP acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. KIPP cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, KIPP will attempt to do so as appropriate. KIPP may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the investigator on a case-by-case basis. KIPP shall ensure that complainants are protected from retaliation.

#### Compliance Officers

The following compliance officer(s) have been designated to receive and assign investigators to complaints and to ensure KIPP’s compliance with law:

#### **Complaints Concerning or Involving KIPP Staff**

##### **David Ling**

Chief People Officer

1000 Broadway, Suite 460

Oakland, CA 94607

510-465-5477

hr@kipppnorcal.org

The Chief People Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the

laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chief People Officer or designee. Should a complaint be filed against the investigator, the compliance officer for that case shall be the Chief Executive Officer.

### **Complaints Concerning or Involving KIPP Students**

**Jenny Tan**  
**Chief of Schools**

1000 Broadway, Suite 460  
Oakland, CA 94607  
510-465-5477  
opsadmin@kippnorcal.org

### **Notifications**

KIPP shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on KIPP's website.

KIPP shall annually provide written notification of KIPP's UCP to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties as applicable.

The annual notice shall be in English. Whenever necessary under Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the respective KIPP Charter School speak a single primary language other than English, this annual notice for that Charter School will also be provided to the parent or guardian of any such pupils in their primary language.

### **The annual notice shall include the following:**

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs KIPP is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that KIPP is operating pursuant to Title 22 licensing requirements.
- (c) A statement that KIPP is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- (g) A statement that the complainant has a right to appeal KIPP's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of KIPP's decision, except if KIPP has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals KIPP's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if KIPP finds merit in a UCP complaint, or the CDE finds merit in an appeal, KIPP shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
- (k) A statement that copies of KIPP's UCP shall be available free of charge.

### **Procedures**

The following procedures shall be used to address all complaints which allege that KIPP has violated federal or state laws or regulations enumerated in the section "Scope" above. Compliance officers shall maintain a record of each complaint and subsequent

related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief Executive Officer or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Chief People Officer or designee shall be made in writing. The period for filing may be extended by the Chief People Officer or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the KIPP Board of Directors approved the LCAP or the annual update was adopted by KIPP.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, KIPP staff shall assist him/her in the filing of the complaint.

### **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend KIPP's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide KIPP' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may

result in the dismissal of the complaint because of a lack of evidence to support the allegation.

KIPP' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Final Written Decision**

KIPP shall issue an investigation report (the "Decision") based on the evidence. KIPP's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of KIPP's receipt unless the timeframe is extended with the written agreement of the complainant. KIPP's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether KIPP is in compliance with the relevant law.
3. Corrective actions, if KIPP finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal KIPP' Decision within thirty (30) calendar days to the CDE except when KIPP has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of KIPP' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

#### Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with KIPP and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. KIPP failed to follow its complaint procedures
2. Relative to the allegations of the complaint, KIPP's Decision lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in KIPP's Decision are not supported by substantial evidence
4. The legal conclusion in KIPP's Decision is inconsistent with the law
5. In a case in which KIPP's Decision found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by the CDE that the complainant has appealed the Decision, the Chief People Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of KIPP's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to KIPP for resolution as a new complaint. If the CDE notifies KIPP that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, KIPP will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for

reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by KIPP when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the complainant, KIPP has not taken action within sixty (60) days of the date the complaint was filed with KIPP.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of KIPP's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if KIPP has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

**\*\*Please see the corresponding Complaint UCP Form within the Appendix \*\***

## **Board Policy: Education Records, Student Information and Retention Policy (Including FERPA)**

### **DEFINITION:**

A "student record" is defined as any item of information directed related to an individual pupil, other than directory information, that is maintained by KIPP ("KIPP, the "School, "Charter School") or required to be maintained an employee in the performance of his/her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means.

Such information includes, but is not limited to:

- A. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- B. Grades, test scores, courses taken, academic specializations and school activities;
- C. Special education records;
- D. Disciplinary records;
- E. Medical and health records;
- F. Attendance records and records of past schools attended; and/or
- G. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- A. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- B. Records maintained by a law enforcement unit of KIPP that were created by that law enforcement unit for the purpose of law enforcement;
- C. In the case of a person who is employed by KIPP but not in attendance at KIPP, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
- D. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
  - b) made, maintained, or used only in connection with treatment of the student; and
  - c) disclosed only to individuals providing the treatment. For the purpose of

this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at KIPP;

- E. Records that only contain information about an individual after he or she is no longer a student at KIPP; or
- F. Grades on peer-graded papers before they are collected and recorded by a teacher.

“Personally identifiable information” includes, but is not limited to, (a) the student’s name, (b) the name of the student’s parent/guardian or other family member, (c) the address of the student or student’s family, (d) a personal identifier such as the student’s social security number, biometric record, or student number, (e) other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name, (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty, and/or (g) information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

- “Directory Information” – KIPP may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of the annual notice provided by KIPP pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”). KIPP has designated the following information as directory information:
  - Student’s name
  - Student’s address
  - Parent/guardian’s address
  - Telephone listing
  - Parent/guardian’s electronic mail address
  - Date and place of birth
  - Dates of attendance
  - Grade level
  - The most recent educational agency or institution attended
  - Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)
- “School Official” is a person employed by KIPP as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of KIPP. A school official also may include a volunteer for KIPP or an independent contractor of KIPP or other party who performs an institutional service or function for which KIPP would otherwise use its own employees and who is under the direct control of KIPP with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.
- “Legitimate Educational Interest” a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

All folders, documents, and items created by KIPP and received from previous schools which are directed related to an individual pupil are all considered to be part of the student’s record and will be maintained as follows:

Cumulative Folder:

The cumulative file must contain at a minimum, the following:

- Enrollment Paperwork and Application
- Emergency Contact Information
- Report Cards
- Transcripts
- Standardized Test Scores

- Disciplinary Records (Suspensions and Expulsions)
- Immunization Card
- Health Records

The cumulative file may also contain items regarding student’s health such as:

- Record of Doctor Visit
- Record of Dentist Visit
- Results of any School Based Screenings (Vision, Hearing, Scoliosis)

Confidential Folder

The “Confidential Folder” is kept separate from the cumulative student record to provide additional protection for student privacy and is established when a student is referred for special education screening, a 504 plan has been established, an individual educational program (“IEP”) has been established, or for information that is personal or supplemental to student data.

Schools must contact the Education Specialist at their school site or the Director of Special Education for KIPP Public Schools Northern California for clarity of processes around maintenance, location, and access regarding Special Education Student Records within the confidential folder and/or the cumulative records folder. The School’s Special Education department should work with the Operations team to manage these confidential files.

**Record Classification:**

All student records are classified as “Mandatory Permanent Pupil Records,” “Mandatory Interim Pupil Records,” or “Permitted Pupil Records.” Regulations governing access, transfer, and destruction of records vary according to their classification (*See Retention and Access and Transfer sections for more information.*)

- **Mandatory Permanent Pupil Records:** are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or authorized administrative directive.
- **Mandatory Interim Pupil Records:** are those records, which the schools are directed to compile and maintain for stipulated periods of time (3 years) and are then destroyed in accordance with state law, regulation or authorized administrative directive.
- **Permitted Pupil Records:** are those records having clear importance only to the current educational process of the student (6 months).

*(See Classification of Records Table below)*

Mandatory Permanent Pupil Records (Maintain Permanently)	Mandatory Interim Pupil Records (Maintain 3 years after usefulness has ceased)	Permitted Pupil Records (Maintain 6 months after usefulness has ceased)
<p>The following Permanent Records shall be kept indefinitely:</p> <ol style="list-style-type: none"> <li>1. Legal name of student.</li> <li>2. Date and place of birth.</li> <li>3. Method of verification of birth date.</li> <li>4. Sex of the student.</li> <li>5. Name and address of parent/guardian of minor student, or address of minor student if different from the above with annual verification of address.</li> </ol>	<p>Unless forwarded to another district or school, Interim Records shall be maintained subject to destruction during the third school year following a determination that their usefulness has ceased. These records include:</p> <ol style="list-style-type: none"> <li>1. A log identifying persons or agencies who request or receive information from the record.</li> <li>2. Health records and information, including Child Health and Disability</li> </ol>	<p>Permitted Record may be destroyed six (6) months after the student completes or withdraws from the educational program, including:</p> <ol style="list-style-type: none"> <li>1. Objective counselor/teacher ratings (e.g. Student success documents).</li> <li>2. Standardized test results older than three (3) years.</li> <li>3. Routine disciplinary data (e.g. KIPP Paychecks).</li> <li>4. Verified reports of relevant</li> </ol>



<ol style="list-style-type: none"> <li>6. Enrollment start and end date of each school year and for any summer session or other extra session.</li> <li>7. Subjects taken during each year, half-year, summer session or quarter/trimester, and marks, credits, or grades given.</li> <li>8. Verification of or exemption from required immunizations.</li> <li>9. Date of high school graduation or Equivalent (<i>if applicable</i>).</li> </ol>	<ol style="list-style-type: none"> <li>3. Information on participation in Special Education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge.</li> <li>4. Language training records</li> <li>5. Progress slips/notices for student academic evaluation required by Ed. Code 49066 &amp; 49067.</li> <li>6. Parental restrictions/stipulations regarding access to directory information.</li> <li>7. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action.</li> <li>8. Parent/guardian authorization or denial of student participation in specific programs.</li> <li>9. Results of standardized tests administered within the past three years.</li> <li>10. Attendance verification documentation needed to fiscal audit</li> <li>11. Work permits/Permits to Employ (<i>if applicable</i>)</li> </ol>	<p>behavioral patterns.</p> <ol style="list-style-type: none"> <li>5. All disciplinary notices.</li> <li>6. Attendance records not covered in the Administrative Code Section 400.</li> </ol>
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**PARENT RIGHTS & DEFINITION:**

Annual Notification to Parents/Guardians

Upon students' initial enrollment and at the beginning of each school year thereafter, KIPP shall notify parents/guardians and eligible students currently in attendance, in writing, of their rights related to student records. Insofar as practicable, KIPP shall provide these notices in the student's home language and shall effectively notify parents, guardians or eligible students who are disabled.

The notification shall include information about:

- The types of student records and the information contained therein which are directly related to students and maintained by KIPP.
- The titles of the official(s) responsible for maintaining each type of record.
- The location of the log identifying those who request information from the records.
- KIPP's criteria for defining "school officials and employees" and for determining "legitimate educational interest."
- KIPP's policies for reviewing and expunging student records.
- The right/procedures of the parent to inspect and review student records.
- The right/procedures to challenge/amend the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- The cost, if any, charged for duplicating copies of records.

- The categories of information defined as directory information.
- The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law.
- Any other rights and requirements set in Education Code sections 49060 - 49078 and the rights of parents/guardians to file a complaint with the United States Department of Education concerning an alleged failure by KIPP's to comply with this section of the law.
- The availability of the prospectus.
- A statement that KIPP's forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- Request that KIPP not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

#### Disclosure of Directory Information

At the beginning of each school year, KIPP shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to require that KIPP not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student must notify KIPP in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. KIPP will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

#### Parent Definition

Anyone who meets one of the definition of Parent included below may serve as a parent in relation to Schools records.

- 1) A biological or adoptive parent of a child;<sup>3</sup>
- 2) A foster parent;<sup>4</sup>
- 3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child by court order;
- 4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; and/or
- 5) A surrogate parent who has been appointed.<sup>5</sup>

#### Non-Custodial Parents

Both natural and adoptive parents of any student may access their child's student records, participate in School activities, visit the student at School and pick up the student after school. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the non-custodial parent. Parent/guardians may be asked to provide evidence of any completed or pending legal action, which curtails the non-custodial parent's rights. School staff shall always abide by the most recent court order on the matter.

#### Adult Students

An "adult student" or "eligible student" is a person who is or was enrolled in School and who is 18 years of age. Educational rights transfer from the parents to a student who is 18 years old under State law. As such, an adult will have the ability to request his or her own student records, challenge student records, etc.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by

<sup>3</sup> The biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

<sup>4</sup> Only if the authority of the biological or adoptive parents to make educational decisions on the child's behalf specifically has been limited by court order

<sup>5</sup> If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

KIPP to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5920

## **MAINTENANCE AND RETENTION**

### **Regional Roles & Responsibilities:**

KIPP recognizes the importance of keeping accurate, comprehensive student records as required by law. KIPP Public Schools Northern California's regional office will be responsible for developing and providing to schools a description of the policies and procedures for proper maintenance and transfer of student records.

This procedures and regulations in this Policy will also apply if a School within KIPP closes. In addition, KIPP Public Schools Northern California's regional office will ensure a final audit of the School to determine the disposition of all assets and liabilities of the School, as well as the compliant process for disposition, and the maintenance and transfer of student records.

At each school, a designee shall act as custodian of records for students enrolled at that school. Each school site is held responsible to adhering all the procedures and regulations stated in this Policy regarding all files and documentation identified as a student record. All student records, electronic and physical, will be managed and kept at each appropriate school site where the student's current enrollment is held. Each school site shall be responsible for the coordination of information security for student data and records. KIPP will designate an employee to serve as custodian of records, with responsibility for student records at the regional level.

### **Security & Confidentiality:**

#### Safe Location

Records for each individual student shall be maintained and stored in a central file at the school site attended by the student. When records are maintained in different locations, a notation in the central file as to where such other records may be found is required. The location of the central file must be a secure location.

Other student records for students that have left the school or been promoted must be retained for the required period of time, must also be maintained and stored in a central file at the appropriate school site. These records must also be stored in a secure location, as well as labeled appropriately up until the scheduled date for destruction (*see Retention section for more information.*)

#### Procedures for Confidentiality

The custodian of record is the administrator/school official of the site in which the documents are held. The following guidelines must be enforced at each school site where student records are held:

1. Maintain all records in a locked filing cabinet or room.
2. Records should not be left out unattended. The public should not be able to view any student information including student's names on files, binders, or documents.
3. Individual files are to be checked out using an insert that identifies the student, the date, and employee accessing the files.
4. Records sent to other school sites and/or other public or private schools need to be clearly marked confidential and tracked as to when they were sent, by whom, and when received.
5. Files kept by authorized educators with confidential information also need to be treated with the same process to protect student information.

The staff designee at each School site shall be responsible for the security of student records and shall assure that access is limited to authorized persons. The designee shall prevent the alteration, damage, or loss of original records during inspection of a parent or

authorized third party. Each school site shall ensure the confidentiality of records as required by law and shall establish additional regulations if necessary to safeguard data against damage or loss. Parents may request copies of their student's record by submitting the required documentation.

#### Sensitive Records Defined

Documentation within a student record can be considered "sensitive" and may be stored in either electronic or printed format within the central file. Records shall be defined as "sensitive" if they contain an individual's first name or first initial and last name in combination with any one of the following data elements, when either the name or the elements are not encrypted or redacted:

- Social security number
- Driver's license number
- Home address\*
- Salary information
- Student attendance or grade data\*
- Medical information
- Bank account or credit card account number
- Date of birth\*
- Home phone number\*
- Maiden name

\* Student "directory information" shall not be defined as "sensitive records." Any document that is part of a student record marked "Confidential," "Sensitive," or otherwise similarly labeled shall be treated as a "sensitive record".

#### **Request for Amendments to Educational Records:**

##### Grounds

A parent/guardian or adult student can submit a written request to correct or remove information from a student's record. The parent/guardian or adult student must establish that specific grounds exist and provide any information concerning the student that may include any of the following grounds.

- Inaccurate.
- An unsubstantiated personal conclusion or inference.
- A conclusion or inference outside of the observer's area of competence.
- Not based on the personal observation of a named person with the time and place of the observation noted.
- Misleading.
- In violation of the privacy or other rights of the student.

##### Process

Within thirty (30) days of receiving a request to correct or remove information from a student record, the School leader shall attempt to meet with the parent/guardian and with the certificated employee (if still employed) who recorded the information in question.

The Charter School's response will be in writing, and if the request for amendment is denied, the School leader will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the School leader sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The School leader or designee must then inform the parent or eligible student of the amendment in writing.

##### Hearing to Challenge the Education Record

If the School leader denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is: inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference; a conclusion or inference outside of the observer's area of competence; or not based on the personal observation of a named person with the time and place

of the observation noted.

The Chief of Schools or designee (“Chief of Schools”) or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil’s records to the members of the panel convened. The hearing panel shall consist of the following persons:

1. The school leader of a public school other than the public school at which the record is on file;
2. A certificated employee; and
3. A parent appointed by the Chief of Schools or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by KIPP to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Chief of Schools or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Chief of Schools or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, KIPP’s decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the KIPP decides that the information is inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer’s area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, KIPP decides that the information in the education record is not inaccurate, misleading in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer’s area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of KIPP, or both. If KIPP places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

### Grades

When a student’s grade is challenged, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons for which the grade was given. Insofar as practicable, he/she shall be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith or incompetency, the student’s grade as determined by the teacher shall be final.

### Additions

No additions except routine updating or those required by law shall be made to a student’s record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student.

Additions required by law:

- If a charter school receives “government-issued documentation” demonstrating that a former pupil’s legal name or gender has been changed, the charter school shall update the former pupil’s records to include the updated legal name or gender. Government-issued documentation includes: State-issued driver’s license, birth certificate, passport, social security card, or court order indicating a name change or gender change or both.
  - If requested by the former pupil, the charter school shall reissue any documents conferred upon the former pupil with the former pupil’s updated legal name or gender.

- Documents that may be reissued include, but are not limited to: transcripts, high school diploma issues pursuant to Section 51410, a high school equivalency certificate issues pursuant to Section 51420, or other similar documents.

Yearly Parent Notification

At the beginning of each school year, parents/guardians shall be notified of the availability of the above procedures for challenging student records.

**Retention:**

Guidelines

Records retention is the holding (period) of records and/or documents for further use. The retention periods indicated are to assist school sites in both the retention of records and the timely destruction of documents. Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

No original student record that is required for auditing purposes shall be destroyed prior to the second month of July succeeding the completion of the audit. School sites should use due diligence in handling and protecting confidential files and written documents included in student records prior to or during the process of disposing.

Schedule of Disposition

Materials (such as miscellaneous notes, duplicate report cards, obsolete tests, etc.) that may not fall into any classification of records and no longer serve an educational purpose shall be destroyed at the end of the school year or if the student withdraws for any reason prior to transfer of student record (*see the sections on Classification of Records*).

SCHEDULE OF DISPOSITION	
Record Classification or Type	Retention Time Period
Mandatory Permanent Pupil Records	In perpetuity
Mandatory Interim Pupil Records	Three (3) years after ceased usefulness
Permitted Pupil Records	Six (6) months after ceased usefulness
Additional Materials	End of school year or withdrawal

Electronic Copies

The original of any records of which a photographic, microfilm, or electronic copy has been made may be destroyed according to the regulations in this Policy. At that time, provision must also be made for adhering to the regulations of permanently maintaining such photographic, microfilm, or electronic copies for the required time period according to the schedule of disposition.

If created photographic, microfilm, or electronic copies will be disposed of after required retention time period, care shall be taken to properly erase these records from electronic files when they are no longer needed or when computer hardware containing such records is discarded.

**TRANSFERS:**

New Parent Notification

If a student transfers from any other school, district or private school and is enrolled, the School site shall provide to the parent/guardian the rights regarding student records, including the right to review, challenge and receive a copy of student records.

Transfer Requests Received (From KIPP to another school)

When a request for a student record is received, the KIPP custodian of records shall forward the appropriate student records to the requesting school, district, or private school within ten (10) school days. The school site shall require a written request on an official letterhead and send the student records in a secure packaging to the requesting school's address.

The custodian of records at each school site shall forward student *mandatory permanent records* as requested by the other school,

district, or private school. The original mandatory permanent records, or a paper or electronic copy, shall be retained permanently by the school Site. If the transfer is to another California public school, the student's entire *mandatory interim record* shall be forwarded and *permitted records* may be forwarded. If the transfer is out of state or to a private school, the *mandatory interim record* may be forwarded.

Materials (such as miscellaneous notes, duplicate report cards, obsolete tests, etc.) that may not fall into any classification of records, shall be removed from the student record prior to transferring of student record. The school site is responsible for ensuring that all student records are updated before they are transferred.

#### Transfer Requests Sent (From another school to KIPP)

When sending a request for student records, the KIPP custodian of records shall contact the prior school of enrollment directly. If the prior school is closed, KIPP shall contact the local school district, county office of education, or governing body of the school for assistance.

#### Log of Transfers

All transfers of student records must be recorded in a record or log of requests for information. The log or record must be open to the inspection of a parent and the school officials and kept separate from student records. The log or record must contain the following information:

- The name and address of the requesting school or agency
- Date of request
- First and last name of student
- Student DOB

#### Record Holds

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian.

Transcripts and grades may be withheld from students who willfully fail to return school property which they have been lent. If the school is withholding grades, diploma, or transcripts from the student because of willful damage or loss of school property, this information shall be sent to the requesting school or district or private school along with the student's records.

#### Court and Law Enforcement Orders

Prior to disclosing a record pursuant to a court order, the School leader or designee shall, unless otherwise instructed by the order, give the parent/guardian or adult student at least three (3) days' notice of the name of the requesting agency and the specific record requested if lawfully possible within the requirements of the judicial order.

When authorized by law to assist law enforcement in investigations of suspected kidnapping, the custodian of records and School leader shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district or private school within the state. The information shall be released only to designated peace officers, federal criminal investigators and federal law enforcement officers whose names have been submitted by their law enforcement agency in writing.

#### Health Institutions

The School leader or designee may release a student's immunization record information to local health departments operating countywide immunization information and reminder systems and the State Department of Health Services. The following information may be released:

- Name of the student
- Name of student's parent/guardian
- Types and dates of immunizations received by the student
- Manufacturer and lot number of the immunization received
- Adverse reaction to the immunization
- Other non-medical information necessary to establish the student's unique identity and record
- Current address and telephone number for the student and parent/guardian
- Student's gender

- Student's place of birth

## **ACCESS:**

### Definition

"Access" means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record.

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written or electronic means.

### Parental Request to Review Records

Parents can submit a written request to review their student's records. The written request should specify the specific records to be disclosed. KIPP will provide copies of requested documents within five (5) business days of a written request for copies.

### Log of Access

A log shall be maintained in each student's record, which lists all persons, agencies or organizations requesting or receiving information from the records and the legitimate educational interest of the requester.

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records at the School site shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection.

The log does not need to include the following persons accessing student records:

- Parents/guardians or adult students
- Parties obtaining directory information.
- Parties who provide written parental consent, in which case the consent notice shall be filed with the record.
- School officials or employees who have legitimate educational interest.
- A party seeking or receiving the records as directed by a court order or subpoena.

The log shall be accessible only to the parent/guardian, adult student, or school official or designee, responsible for the maintenance of pupil records, and to the Comptroller General of the United States, the Secretary of Health, Education, and Welfare, and administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.

Student cumulative records may not be removed from the premises of the KIPP, unless the individual removing the record has a legitimate educational interest, and is authorized by the School leader, or by a majority of a quorum of the Board of Directors at a duly agenda meeting. Employees who remove student cumulative records or other student records from the KIPP premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

### Duplications

To provide copies of any student record, the School site can charge a reasonable fee not to exceed the actual cost of furnishing the copies. The School designee or administrative staff shall set a fee and update the amount annually if actual costs change.

No charge shall be made for providing up to two (2) transcripts or up two (2) verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

### Personally Indefinable Information

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of KIPP in



accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of KIPP and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, KIPP officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of KIPP.

#### Disclosure of Educational Records and Directory Information

KIPP must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and KIPP shall provide him or her with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

KIPP will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. KIPP must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the KIPP will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that KIPP will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

KIPP will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, KIPP will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days of following the KIPP will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, KIPP will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the KIPP in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a

resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by KIPP for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by KIPP; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by KIPP with respect to that alleged crime or offense. KIPP may disclose the final results of the disciplinary proceeding, regardless of whether KIPP concluded a violation was committed.

## **Appendix:**

- I. General Complaint Form
- II. Uniform Complaint Procedures Form
- III. Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form
- IV. Team and Family Handbook Acknowledgement Form
- V. Student and Family Technology Use Agreement

**KIPP Public Schools Northern California General Complaint Form**

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

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) this complaint is about (if known and applicable): \_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_  
\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_  
\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize KIPP Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.**

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

Signature of Complainant

\_\_\_\_\_

Printed Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

**KIPP Public Schools Northern California Uniform Complaint Procedures Form**

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Student (if applicable): \_\_\_\_\_

Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Full Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Date of Alleged Violation: \_\_\_\_\_

School of Alleged Violation : \_\_\_\_\_

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

Adult Education

Consolidated Categorical Aid

Local Control Funding Formula/Local Control and Accountability Plan

Career Technical and Technical Education/Career Technical and Technical Training

Every Student Succeeds Act

Migrant Education Programs

Child Care & Development

School Safety plan

School Plans for School Achievement

Regional Occupational Centers and Programs

Pregnant, Parenting, or Lactating Pupils

Pupil Fees

Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegations of unlawful discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to student and third party-to-student), please check the protected classes (actual or perceived), upon which the alleged conduct was based, listed below:

Age

Gender, Gender Expression/Identity

Religion

Ancestry

Genetic Information

Sex (actual or perceived)

Color

Immigration Status/Citizenship

Sexual Orientation (actual or perceived)

Disability (mental or physical)

Nationality/National Origin

Medical Condition

Ethnic Group Identification

Race/Ethnicity

Marital Status

Based on association with a person or group with one or more of these actual or perceived characteristics



Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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Have you discussed your complaint or brought your complaint to any KIPP personnel? If you have, to whom did you take the complaint, and what was the result?

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Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.                       Yes                       No

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

Mail complaint and any relevant documents to the Compliance Officer:

Jenny Tan, Chief of Schools  
1000 Broadway, Suite 460  
Oakland, CA 94607  
510-465-5477  
opsadmin@kipnocal.org

**KIPP Public Schools Northern California**

**Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize KIPP Public Schools Northern California to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_



## KIPP Public Schools Northern California Team and Family Handbook Acknowledgement Form

Please initial the following statements, complete and sign the information below *in pen*, and return this entire page to your student's homeroom teacher.

- \_\_\_\_\_ I have read the 2021-2022 KIPP Public Schools Northern California Team and Family Regional ("Handbook"). I understand that KIPP is a public charter school, and therefore, a school of choice. Choosing to send my student to KIPP means that I am also choosing to adhere to the policies outlined in the Handbook, with the understanding that they are rooted in the identity and philosophy of KIPP.
- \_\_\_\_\_ I understand that consistent daily attendance at KIPP is mandatory. Because I understand the importance of consistent daily attendance, I will also use the calendar as a reference when planning appointments and/or vacations. If my child has to miss school for any reason, I will call or write the office within 24 hours to excuse the absence.
- \_\_\_\_\_ I will support the teachers and staff of KIPP and will do whatever it takes for my child to succeed both academically and behaviorally. This means that I will make myself available by phone, in person, and will sit with my child during class, if necessary.
- \_\_\_\_\_ I realize that the administration reserves the right to interpret, revise, amend, or withdraw policies and procedures at its discretion.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## KIPP Public Schools Northern California Student and Family Internet & Technology Use Agreement

### [PARENT SECTION]

I, \_\_\_\_\_, the parent / guardian of \_\_\_\_\_, agree to allow my child to have access to the Internet through KIPP Public Schools Northern California and access to a Google Apps for EDU account within the KIPPNCAL.ORG domain.

I have read the KIPP Internet and Computer Usage Policy and agree to the KIPP Acceptable Internet & Technology Use Agreement. I understand that KIPP cannot guarantee the appropriateness of information or material that my child may encounter on the Internet. I shall not hold KIPP Public Schools Northern California responsible for materials acquired or viewed on-line by my child, for violations of copyright restrictions, or any costs incurred by my child.

### [STUDENT SECTION – REVIEW WITH PARENT]

I, \_\_\_\_\_, have read and agree to the above KIPP Public Schools Northern California Acceptable Internet & Technology Use Agreement and will strive to act with honesty, integrity and respect. Whenever I use the Internet on KIPP computers, I promise to: (please initial each box as you review it with your student)

I promise to...	Student Initials	Parent Initials
Be aware of what I post online. Website and social media venues are public. What I post leaves a digital footprint for all to see. I will not post anything that I would not want my peers, parents, teachers, future colleges, or employers to see.		
Follow KIPP’s code of conduct when writing online. It is acceptable to disagree with other people’s opinions; however, I will do so in a respectful way. I will make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.		
Be safe online. I will never give out my, or anyone else’s, personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates or pictures. I will not share my password with anyone besides my teachers and parents.		
Always tell a parent or teacher if someone makes me feel pressured or uncomfortable, or acts inappropriately toward me online. I will talk to a parent or teacher about anything that happens online that makes me feel upset, sad or unsafe.		
Model kind behavior online. I will not bully, humiliate, or upset anyone online and I will stand up to those who do.		
Read and review an entire website prior to linking to it to ensure that all the information is appropriate for a school setting. I know that not everything I read, hear, or see online is true. I will consider whether a source or author is credible.		
Do my own work! I will not use other people’s intellectual property without their permission. I am aware that it is a violation of copyright law to copy and paste other people’s thoughts.		
Be aware that pictures may be protected under copyright laws. I will verify that I have permission to use the image or that it is under Creative Commons attribution.		
Not to download any programs or applications onto KIPPs’ machines without teacher or administrator approval.		
Treat school computers with care and protect them from damage to the best of my ability.		

I understand that computer use is a privilege and not a right. I understand that students who violate this Policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages KIPP’s property, including but not limited to KIPP’s technology, equipment and networks, or fails to return KIPP’s property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct up to an amount not to exceed ten

thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, KIPP may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, KIPP will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, KIPP will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

**Parent / Guardian Signature:** \_\_\_\_\_

**Dated:** \_\_\_\_\_, 20\_\_

**Student Signature:** \_\_\_\_\_

**Dated:** \_\_\_\_\_, 20\_\_