KIPP SoCal PUBLIC SCHOOLS

Family Handbook
2020-2021

Dear Families,

The well-being of our KIPP Family continues to be our highest priority during this urgent time of need. Due to the high-risk nature of the COVID pandemic in Southern California, we will open the school year in a Distance Learning structure. While we are unable to see your child/ren's beautiful smiles and hear their voices everyday in our school buildings, we want to make sure we continue to provide a loving, well-rounded, high quality education while they are at home.

The Family Handbook contains 2 parts:

Part 1: Information, procedures, and applicable policies as it relates to the **reopening of school in a Distance Learning** structure.

Part 2: KIPP SoCal Public School policies **applicable in any given environment** (distance learning or in-person learning)

We will continue to follow the guidelines set forth by the State, District, and Health Department regarding in-person instruction. As we gain more information and clarity about the potential for in-person instruction, we will provide an updated handbook at that time.

Please make sure to call us with any questions and visit our website for the latest updates at www.kippsocal.org/updates.

With love,

KIPP SoCal Public Schools

PART 1

About our School

KIPP Comienza Community Prep was founded in 2010. We are a TK-8 National Blue Ribbon and California Distinguished Public School. Our vision is for our students to become active leaders who take pride in their community and have access to choice and opportunity in order to ignite transformative change.

Physical Health and Safety

All KIPP SoCal Public Schools buildings are closed to students, except for meal pick-up, until further notice. We are currently preparing each school for the return of students to the building by updating our health and safety protocols, cleaning procedures, and operational procedures. We will not physically open our school buildings to students until we are issued clearance by health officials and we're prepared to implement all protocols necessary to ensure the safety of our students and team members.

We encourage all families to continue to practice social distancing, wear face coverings when required, and follow all health guidelines from the State of California and County of Los Angeles while our students remain at home for Distance Learning.

Please visit www.kippsocal.org/updates for regular updates regarding the physical re-opening of our schools.

For more information on state and county health and safety guidelines, visit https://covid19.ca.gov/ or http://publichealth.lacounty.gov/

Mental Health Supports

Our School Counselors continue to be available to support our students and families during these trying times. Some of the ways we will support our families during distance learning include:

- Sending an *optional* Needs Assessment survey to all families to help us identify resources for you and/or your child (e.g. therapy services, hygiene items, school supplies)
- All students will receive social emotional lessons to help them cope with strong feelings and stress, strengthen social skills, and build responsible decision-making.
- All schools are partnered with a community mental health agency should you be interested in therapy for your child.

If you have any questions or concerns, do not hesitate to reach out to a teacher, School Leader, or office on how to set-up an appointment with your school's counselor!

Distance Learning 2.0

In consideration of all that we have learned from the spring, we will be deeply student and community centered in our approach to Distance Learning. Although there may be slight differences across KIPP SoCal school communities, the educational experience for all KIPPsters will be centered around the following foundational components:

1. ***Live Interactive Learning.*** Our live 'lessons' will cover core content and provide increased opportunities for class discussion and real-time feedback with our teachers.
2. ***Flexible Independent Learning.*** Assignments that our students will complete independently, and on-scheduled timelines. This may include pre-recorded lessons, grade-level packets, online adaptive learning platforms (eg. iReady), reading, participation in Electives and our After School program.

3. ***Relationship Building.*** We are committed to bringing the joy of learning into our Distance Learning program through daily morning meetings and Advisory groups, weekly Teacher & student 1:1 check-ins, and weekly teacher Office Hours for additional support.
4. ***Student & Family Support Services.*** We will continue to meet each KIPPsters' needs through regular meal distribution, additional supports, accommodations and interventions for learning loss & remediation, English Language Development, Special Education, Socio-Emotional Learning, Family Training & Resources and Technology access & guidance.
5. ***Accountability & Progress.*** We will take attendance, monitor assignment completion and communicate about students' progress in a more formalized manner.
6. ***Consistent Schedule.*** We will anchor teaching and learning within a predictable and organized daily and weekly schedule, while providing flexibility to cater to families needs.

Sample Schedules

At the beginning of each week, families will receive a detailed weekly schedule for their child that will have the scheduled live lessons, independent work assignments, and scheduled check-ins with teachers. We will try our best to keep a consistent schedule for your child in order for families to be able to balance the challenges of learning from home while making improvements to our program as needed. We want to make sure families are able to balance the challenges with Distance Learning, so if you have concerns or questions about your child's schedule, please reach out to your child's teacher/s as soon as possible.

Your child will have access to live lessons each day of the week, with the majority of live lessons happening Tuesday-Friday. Additionally, some lessons will be pre-recorded for students to watch during independent work time.

Your child will utilize the following digital platforms on their Chromebook to access all content:

- Google Classroom
- Zoom
- Clever

Here is an example of what Distance Learning could look like for your child.

Elementary/Lower School Example

Time	Minutes	Distance Learning Schedule
8:30-8:50am	20	**Live Lesson:** Morning Meeting & Calm Classroom
8:50-9:20am	30	**Live Lesson:** Phonics/ELA
9:20-9:30am	10	Break/Play & Snack
9:30-10:00am	30	**Independent Work Time:** Phonics/ELA, Lexia, iReady
10:00-10:45am	45	**Live Lesson:** Math
10:45-11:15am	30	**Independent Work Time:** Math, ST Math, iReady
11:15-11:45am	30	**Independent Work Time:** Electives (examples: art, music, dance)
11:45-12:30pm	45	Play & Lunch (families may pick up meals at school from 11am-1pm)

12:30-2:30pm	120	**Independent Work Time:** View Read Aloud, Independent Reading, Pre-recorded Science Lessons, Pre-recorded Social Studies Lessons, instructional software
2:30-3:30pm	60	**Office Hours / Student Check-ins / Intervention Groups:** *Your child's teacher will schedule a check-in with your child every 2 weeks *Teachers will inform students if they need to attend an Intervention Group session *Office Hours are optional time for students or families to ask Teachers questions about Distance Learning

Middle/Upper School Example

Time	Minutes	Distance Learning Schedule
8:30-9:15am	45	**Live Lesson: Advisory**
9:30-11:20pm	110	**LIve Lessons**: Math, Science, Social Studies, ELA (2 per day)
11:30-12:20pm	50	Electives
12:20-1:20pm	60	**Lunch**
1:20-2:20pm	60	**Independent Work Time:** Ready, ActivelyLearn, Calm Classroom/Meditation, Independent Reading, Class Assignments
2:20-3:00pm	40	**Office Hours / Student Check-ins / Intervention Groups:** *Your child's teacher will schedule a check-in with your child every 2 weeks *Teachers will inform students if they need to attend an Intervention Group session *Office Hours are optional time for students or families to ask Teachers questions about Distance Learning
3:00-4:00pm	60	**Independent Reading / HW**

<u>Tips for preparing your home for Distance Learning</u>

- ❏ Create a dedicated space in your home where your student can engage in Distance Learning.
- ❏ KIPP will provide each student the necessary technology to engage in Distance Learning. Your school will provide the necessary information to pick up your technology.
    - ❏ If you have trouble accessing any programs or need tech support please call your child's teacher or the KIPP SoCal Family Hotline: (888) 407-2019.
- ❏ Keep track of your child's KIPP SoCal email, password.
- ❏ For live lessons, ensure that your child wears age appropriate clothing including shirts and bottoms or dresses. Any siblings or other household members who will be visible should also be dressed appropriately.
- ❏ Review the weekly overview that is sent by your student/s teacher. If you have questions or concerns, please reach out to your child's teacher/s as soon as possible.
- ❏ Ensure that your student/s log into live lessons 5 minutes prior to the start of live lessons.
- ❏ Make sure your student/s completes and turns in all required assignments each week.

- ❏ Your child may be invited to participate in intervention or small groups during the week. Please communicate with your teacher/s if you have questions about accessing this additional support.
- ❏ If you or your student/s needs further support, we encourage you or your student to attend Office Hours or reach out to their teachers directly!
- ❏ Teachers are here to partner with your family to discuss your student/s progress.

Student Materials
Your school will inform you if there are specific learning materials (such as workbooks) that may need to be picked up at the school site. Please look out for information from your school and please follow all safety guidelines when picking up student materials.

Homework
Students will not have traditional "homework" during Distance Learning. Instead, students will be expected to complete all tasks and assignments in a timely manner as outlined by your child's teacher. If your child has challenges completing tasks and assignments independently or in a timely manner, please reach out to your child's teacher as soon as possible.

Distance Learning Behavior Expectations
Our goal is to ensure a safe learning experience so your child can maximize their learning from home. We will provide families with our expectations for how students should engage in distance learning: live lessons, pre-recorded lessons, independent work, and small group instructional time. Our teachers will make sure to teach, model, and practice all expectations so your child has the opportunity to practice and provide feedback about what is working and not working as it relates to learning from home.

Distance learning at home will provide unique opportunities and challenges for each family. Please connect with your child's teacher or your School Leader if you need support for your child.

Suspension and Expulsion
Students may be subject to suspension and expulsion policies and procedures according to enumerated offenses listed in the California Code of Education, even while students are learning from home.

Attendance
We will continue to update our Attendance Policies and Procedures during the Distance Learning utilizing guidance from the California Department of Education and other State authorities such as the Governor's office.

As we will begin the 20-21 school year as Distance Learning, our attendance policy will reflect this stage of reopening until further notice.

It is expected that students engage in Distance Learning **DAILY.** Attendance will be taken daily in two ways:
1. Teachers will take attendance during all live classes (synchronous instruction).
2. School staff will review student assignments and time spent on programs to mark attendance for independent work expectations each day (asynchronous instruction).

Absences
- Students who do not engage in at least 30 minutes of distance learning in a school day (either synchronous or asynchronous) will be marked absent.
- Parents/Guardians should inform the school of the reason for a child's absence in one of two ways:

1. Call or email the school's Registrar to share the date and reason for the absence.
2. If the Registrar is not contacted, the parent will automatically receive a message from ParentSquare on the day following an absence. Upon receiving the message, parents should send a reply in ParentSquare with a note or comment indicating the reason for the absence.

Re-engagement Intervention

- Students who are absent for 3 or more days of a school week will receive outreach from the school to discuss barriers and solutions to student engagement in distance learning.

Meal Service

School Meals Offered

Meals will be provided to students, whether they are engaged in in-person learning or distance learning, for each day of the scheduled school year. Meals are provided through Revolution Foods and are created with student health in mind. The meals provided by Revolution Foods are minimally processed, created without food additives such as artificial colors and dyes, do not include items such as high fructose corn syrup or imitation ingredients, and include a variety of whole grains. Students requiring a meal accommodation for a disability must submit a Special Meal Accommodation form to the school and is available upon request from the office. Students requesting a substitution or accommodation for non-disability intolerances must also submit a Special Meal Accommodation form and we will accommodate to the best of our ability.

Grab & Go Meal Distribution:

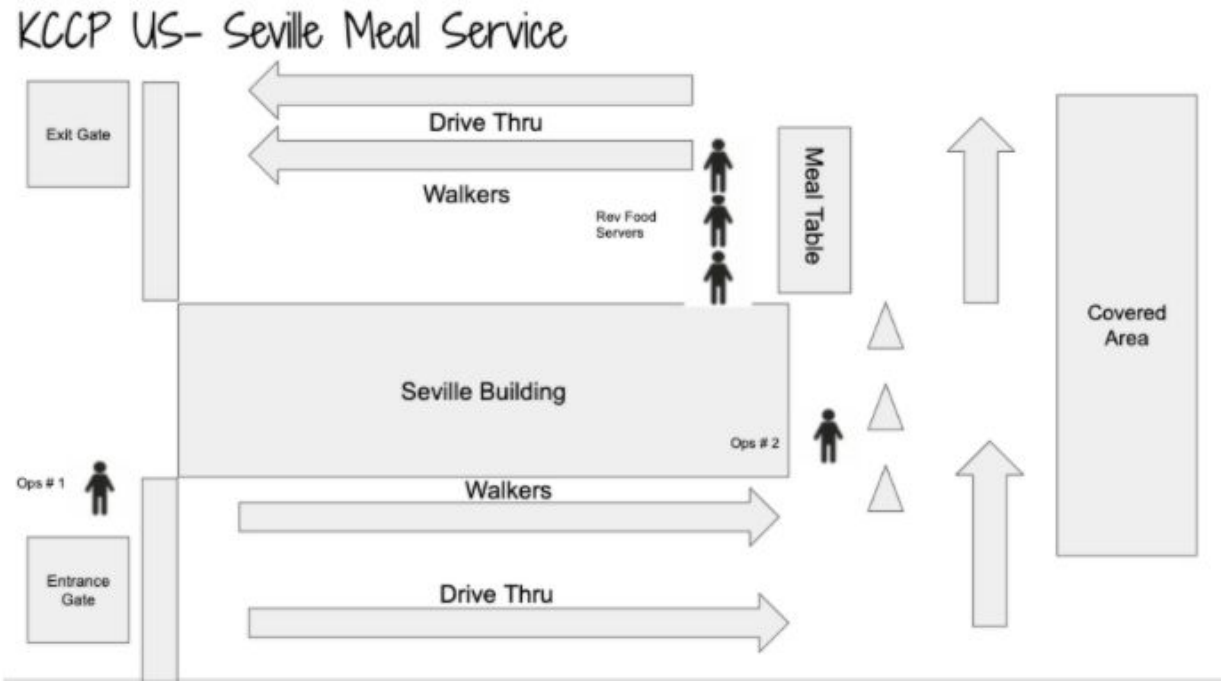
During distance learning, **families may pick up meals for their student(s) every Tuesday and Thursday from 11:00am-1:00pm**. On Tuesdays, students will receive two breakfast meals and two lunch meals; on Thursdays, students will receive 3 breakfast meals and 3 lunch meals. All meals must be picked up and consumed off-site. Parents may pick up meals on behalf of their student(s), the student(s) does NOT need to be present to receive meals. Meals may only be served to students enrolled at a KIPP SoCal school and whomever is picking up meals will need to show proof of student enrollment (see below for specific instructions). If you have students at multiple KIPP SoCal schools, you may pick up meals for ALL students at one school. Families will receive a monthly meal menu prior to the first day of school; all meals will be served cold but some items will come with at-home heating instructions. To help keep our team members and visitors safe, anyone picking up meals must wear a face covering to help prevent the spread of COVID-19; face coverings will be worn in addition to practicing all other social distancing guidelines while at KIPP SoCal school sites.

KIPP Comienza Community Prep- Lower School
7300 Roseberry Ave. Huntington Park, CA 90255

- Families will need to present their student meal ID card or student meal placard.
- Drive-Through: Families will drive in by using the Roseberry Ave. gate entrance.
- Pedestrian: Families will walk up to Marbrisa Ave. door entrance.

KIPP Comienza Community Prep- Upper School
6348 Seville Ave, Huntington Park, CA 90255

- Families will need to present their student meal ID card.
- Drive-Through/ Pedestrian: Families will drive or walk up in by the Seville Entrance gate nearest to Gage Ave. Please see map below:



Community Eligibility Provision (CEP)
In an effort to increase access to our meal programs and provide more students with healthy meals, this school participates in the Community Eligibility Provision, which allows the school to offer **free breakfast and lunch to all students enrolled in the school**. Families do not have to submit a meal application for your student to receive free meals and will not be charged for any meals served at school. The 2020-21 school year is the **first** year of operating under this provision and the provision cycle lasts for four years, or until other notice is provided.

Grading, Progress Reports, and Report Cards
Report Cards
Students will receive a Report Card for each quarter of the School Year. Depending on the structure of our instructional program (Distance Learning, Hybrid Learning, Full In-person Learning), report cards may contain different components. Currently, there is no guidance from the Department of Education on grading during Distance Learning. Our schools are working collaboratively to ensure grading during Distance Learning is equitable, demonstrates student mastery of State standards, and reflects student engagement.

Distance Learning Progress Reports
Parents/Guardians will receive at least 2 Distance Learning Progress Reports during each quarter. The Progress Report will contain the following information:

Measures of student engagement in both Live and Independent learning activities
Measures of academic progress in classes and content areas

Parent/Guardian Conferences

Parent/Guardian Conferences will happen twice a year after Quarter 1 and 3. Parent Guardian Conferences will be virtual for the 20-21 school year.

Cheating Policy
During Distance Learning, students will participate in live lessons with classwork, independent assignments, and assessments that will require students to complete under the support of family at home. We expect students to show integrity in completing their work from home. If your child has challenges completing work independently, please contact your child's teacher/s.

Assessments
School Assessments
In a distance learning environment, students will take KIPP SoCal assessment online from their home learning environment. KIPP SoCal assessments may include:

- Illuminate Assessments
- NWEA MAP Testing
- iReady assessments
- STEP, STAR, TC Reading Assessments

State Assessments
The state will issue guidance for administering state mandated assessments that are in alignment with the public health guidelines that are in place as the testing window approaches.

ELPAC 20-21 Initial Assessment: Fall 2020
Students who are attending public school in California for the first time and who indicate that their child's primary or home language is not English in the Registration process are required to take the Initial ELPAC assessment in order to determine whether the child is an English Learner or Fluent in English. We are waiting for guidance from the California Department of Education on how and when to safely test students on the ELPAC in the current distance learning environment. We will update families of students who are eligible for the 19-20 ELPAC Make Up Assessment at the beginning of the 20-21 school year.

ELPAC 19-20 Summative "Make Up" Assessment: Fall 2020
English Learners who were unable to take the summative ELPAC in Spring 2020 due to school closures may have an opportunity to take the assessment in Fall 2020 for reclassification purposes. We are waiting for guidance from the California Department of Education as it relates to ELPAC testing in the current distance learning environment. We will update families of students who are eligible for the 19-20 ELPAC Make Up Assessment at the beginning of the 20-21 school year.

SBAC: Spring 2021
We will update families with guidance provided by the state as we approach the testing window in Spring 2021.

CA Physical Fitness Test: Spring 20201
We will update families with guidance provided by the state as we approach the testing window in Spring 2021.

ELPAC 20-21 Summative Assessment: Spring 2021

We will update families with guidance provided by the state as we approach the testing window in Spring 2021.

Field Trips and End of Year (EOY) Field Lessons

Unfortunately, given the circumstances of the COVID- 19 pandemic in California, all Field Trips and End of Year (EOY) Field Lessons for the 20-21 school year are cancelled.

English Learners

KIPP SoCal Public Schools Schools will comply with all federal, state, and judicial mandates for English Learners. The school is dedicated to providing these students with a high quality education and transitioning them into English Proficiency through the use of the school's services and teaching methods. All students who are identified as English Learners will take the English Language Proficiency Assessments for CA (ELPAC) annually. The school also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's curriculum, enrichment programs, celebrations and rituals.

English Learner Reclassification

English learners shall be reclassified to fluent English proficient when they are able to comprehend, speak, read and write English well enough to make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. The proficiency shall be assessed as outlined in KIPP SoCal Public Schools's reclassification policy. Families will be updated annually on their student's progress toward reclassification. For more information please ask our EL coordinator.

Students with Disabilities: Special Education and 504 Plans

Special Education

Students with Individualized Educational Plans (IEPs) will continue to have access to instructional content with accommodations and modifications with the focus on accessibility during this time of distance instruction. It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. Per U.S. Department of Education guidelines, FAPE may be provided consistent with the need to protect the ***health and safety*** of students with disabilities and those individuals providing special education and related services to students. Where appropriate, special education and related services will be provided through distance instruction that may include, but is not limited to virtual lessons, online sessions or telephonic consultations. IEP meetings will continue in a virtual setting. The CDE has stated it will take the exceptional circumstances of COVID-19 into consideration for purposes of LEA timeline compliance and monitoring. "LEAs should do their best in adhering to IDEA requirements, including federally mandated timelines, to the maximum extent possible. " KIPP SoCal Public Schools is doing its due diligence in completing evaluations and adhering to timelines to the best extent possible and will be commencing special education evaluations by alternative means (i.e records review) or by offering in-person appointments at the school sites ***only when it is deemed safe and necessary to do so.***

KIPP SoCal will continue to follow the guidelines from the U.S. Department of Education and California Department of Education as they release new information. If you have questions about your student's IEP, please contact your school.

Student with Disabilities under Section 504

Students with 504 plans will continue to have access to instructional content with accommodations with the focus on accessibility during this time of distance instruction. The 504 plan will be implemented consistent with the need to protect the ***health and safety*** of students and those individuals providing accommodations and/or services. 504 meetings will continue in a virtual setting during the time of school's physical closure. If you have questions about your student's 504, please contact your school.

After School Program

If your KIPPster receives a spot in the program, you will be contacted by your school-based After School team to give you program information, hours, and offerings. If admitted, you will need to participate in a mandatory virtual orientation. If you have questions, please reach out to your school-based ASP Coordinator.

School	Contact Info
KIPP Scholar Academy	Coordinator Vacancy - Contact main office
KIPP Empower Academy	Melody Moore, mmoore@kippsocal.org
KIPP Academy of Innovation	Karina Virgen, kvirgen@kippsocal.org
KIPP Corazon Academy	Kriste Clark, krclark@kippsocal.org
KIPP Ignite Academy	Cecilia Morales, cmorales@kippsocal.org
KIPP Promesa Prep	Audriana Mendoza, amendoza@kippsocal.org
KIPP Academy of Opportunity	LeBoise Gladden, lgladden@kippsocal.org
KIPP Iluminar Academy	Veronica Luquin, vluquin@kippsocal.org
KIPP Sol Academy	Coordinator Vacancy - Contact main office
KIPP Philosophers Academy	Juan Hernandez, juahernandez@kippsocal.org
KIPP LA Prep	Stephanie Dominguez, sdominguez@kippsocal.org
KIPP Comienza Community Prep	Jazmine Herrera, jherrera@kippsocal.org
KIPP Vida Prep	Kadajhia Rose Miller, kmiller@kippsocal.org

If your school is not listed, they do not have a KIPP SoCal After School Program and you will need to contact the main office directly.

For KIPPsters that **did not** receive a spot in the After School Program, pre-recorded enrichment tutorials will be available in the google classrooms listed below:

Grade	Classroom Code
TK-K	f227abt
1st	wfxeff5
2nd	zngbkuy
3rd	ge5etvt

4th	a3qk6hj
5th	pdc63eq
6th	esygomh
7th	mhcfh6l
8th	moxnrqu

We encourage all families to schedule a time to participate in these fun, educational, and enriching extracurricular tutorials!

For general questions about programming, you can contact:

- Public Programs Manager, Janeethe Yarahuan, jyarahuan@kippsocal.org
- Public Programs Associate, Jocelyn Sandoval, jsandoval@kippsocal.org

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KIPP Through College (KTC) for 7th and 8th Grade

KTC's High School Placement & Transition (HSP&T) Counselors will work closely with your family as you explore high school options, apply to recommended high schools, and transition into high school.

HSP&T Counselors are available throughout the school day via phone, email, and Google Meet to assist families. From July through September, HSP&T Counselors meet virtually with rising 8th grade families to create high school wishlists and begin application processes for high school. **By the end of November, all 8th grade families are expected to apply to 5-7 recommended high schools. In spring, families are expected to accept enrollment at a high school and confirm their matriculation decision with their HSP&T Counselor by March 12, 2021.**

Throughout the year, HSP&T Counselors will provide High School Readiness lessons for 7th and 8th grade students via Google Classroom and virtual high school exploration opportunities for 8th grade families. To access High School Placement & Transition resources, visit: https://sites.google.com/kippsocal.org/hsptfamilyresources/home.

If you have questions about the high school application process or need specific support, please reach out to your school's HSP&T Counselor directly:

KIPP Academy of Innovation	Mr. Martinez: lmartinez@kippsocal.org | (323) 219-0683
KIPP Academy of Opportunity	Mrs. Winborne: nwinborne@kippsocal.org | (323) 574-9120
KIPP Adelante	Mr. Rosas: grosas@kippsocal.org | (619) 681-4466
KIPP Comienza Upper School	Mr. Zaragoza: fzaragoza@kippsocal.org | (323) 395-4472
KIPP LA Prep	Ms. Figueroa: dfigueroa@kippsocal.org | (323) 351-8493
KIPP Philosophers Academy	Mr. Sosa: msosa@kippsocal.org | (323) 219-2906
KIPP Scholar Academy	Mrs. Parra: nparra@kippsocal.org | (323) 313-6899
KIPP Sol Academy	Ms. Castorena: ecastorena@kippsocal.org | (323) 346-6554

Family Engagement + Communication

There are several ways we will continue to engage and communicate with our families during Distance Learning. Please make sure to keep your contact information current with your school including your phone numbers, email addresses, and home addresses.

Other ways we will communicate messages at this time are through:

- Parent Square
- www.kippsocal.org/updates

Virtual Home Visits

We hope to have all families participate in Virtual Home Visits at the beginning of the school year. Virtual Home Visits are an opportunity for students, their families, and teachers to introduce themselves and for your teachers to learn more about your child and how we can best support during Distance Learning.

School Site Council (SSC) and English Learner Advisory Committee (ELAC)

SSC and ELAC are two important stakeholder groups. All families are invited and encouraged to participate in each group. SSC includes family members and school representatives. SSC reviews and provides feedback on schoolwide achievement data as well as school programs and activities. ELAC includes family members of English Learner (EL) students and school representatives. ELAC informs the families of ELs and reclassified ELs of the English Learner programs and resources available at the school. Additionally, ELAC makes recommendations on these EL programs and resources. Both SSC and ELAC meet approximately 6 times throughout the school year.

Updated Technology Policy

KIPP SoCal updated our Technology and Internet Safety Policy to reflect the transition to distance learning. Distance learning requires students to utilize the internet more than typical during the day and we strive to keep all students safe while learning at home.

Please see the attached full-length policy in Part 2 of this Handbook.

Chromebook Checkout

In order for Distance Learning to be effective, it is important each student has the proper devices. Families who need a device will be able to borrow devices from school. Families who check-out Chromebooks or other devices will sign a user agreement. We will collect Chromebooks and other devices when we return back to in-person learning at school.

Family & Student Surveys

KIPP SoCal Public Schools surveys parents and guardians annually to assess the family and student's school experience. The goal of the surveys is to provide actionable data to drive improvements in family engagement. A parent or guardian for students in all grades should take the surveys. The surveys will be shared via Parent Square.

Students in grades TK-8 will take surveys throughout the year to provide teachers and leaders feedback on their school experience. The survey will include questions pertaining to the student perception of school safety, student supports, and quality of the instructional program.

Student Support and Progress Team (SSPT)
Students are referred to the Student Support and Progress Team if a teacher, team of teachers or parent/guardian feels the need to develop an intervention plan for specifically identified needs related to a student's academics, behavior, or attendance. The team will consist of the teacher(s), an administrator, other necessary support staff, the parent/guardian of the child, and in some cases, the student. The purpose of the team will be to develop and implement an action plan that complements and enhances the child's current educational program while targeting the specific needs of the student.

EOY Culmination Ceremonies
All EOY culmination and large-group ceremonies or celebrations will remain virtual through school year 20-21 or until it is deemed safe by local and state health officials.

School Calendar
The school calendar contains the first and last days of school, holidays, pupil free days and early dismissals throughout the year. We will maintain the same academic calendar as it relates to the first and last days of schools, holidays, and pupil free days to the best of our ability, even through distance learning. Early dismissals do not apply during Distance Learning. Students will engage in a variety of learning experiences throughout the school day. Families should follow their child's weekly schedule. Additionally, we will continue to hold **Virtual** Parent/Guardian Teacher Conferences for Quarters 1 and 3.

KCCP-LS Academic Calendar [ENGLISH & SPANISH]
KCCP-US Academic Calendar (ENGLISH)
KCCP-US Academic Calendar (SPANISH)

School Directory KIPP Comienza Community Prep
School Directory KIPP Comienza Community Prep- Lower School

	First Name	Last Name	Title	Work Phone	Email
Leadership Team, Ops					
1	**Krystal**	**Vega-Washington**	School Leader	323.516.5962	kvega-washington@kippsocal.org
2	**Rachel**	**Petoyan**	Assistant School Leader	818.486.8225	rpetoyan@kippsocal.org
3	**Marianne**	**Perez**	Intervention Specialist	626.793.4036	mperez@kippsocal.org
4	**Jeannette**	**Lee**	Dean	323.559.2091	jelee@kippsocal.org
5	**Ana**	**Rosales**	Business Operations Manager	323.513.5694	arosales@kippsocal.org
6	**Heidi**	**Carrillo**	Operations Coordinator	323.240.3992	hcarrillo@kippsocal.org
7	**Diana**	**Tapia**	Registrar	323.246.0651	dtapia@kippsocal.org
8	**Jessica**	**Ruiz**	Receptionist	323.589.1450	jruiz@kippsoca.org

9	**Jazmine**	**Herrera**	After School Program Coordinator	323.482.3251	jherrera@kippsocal.org
10	**Maya**	**Garcia**	Literacy Manager	408.607.2267	mgarcia@kippsocal.org
Kindergarten Teachers					
11	**Arriana**	**Nastoff**	CAL	513.335.9021	anastoff@kippsocal.org
12	**Veronica**	**Campos**	UCLA	661.332.4242	vcampos@kippsocal.org
13	**Kris**	**Sanchez**	USC	805.570.2559	ksanchez@kippsocal.org
14	**Mokie**	**Palomino**	Oregon	415.717.2974	mkelley@kippsocal.org
15	**Abigail**	**Aceves**	Alder/USC	626-592-4502	aaceves-resident20@kippsocal.org
First Grade Teachers					
16	**Dominique**	**Escobar**	Harvard	7146170759	dperryman@kippsocal.org
17	**Sonia**	**No**	Dartmouth	323.505.2234	sno@kippsocal.org
18	**Tasha**	**Harris**	Yale	323.505.8585	tharris@kippsocal.org
19	**Amanda**	**Newell**	Princeton	310.456.4592	anewell@kippsocal.org
Second Grade Teachers					
20	**Ambar**	**Valencia**	Amherst	323.540.4721	avalencia@kippsocal.org
21	**Maricela**	**Ontiveros**	Occidental	323.629.0288	maontiveros@kippsocal.org
22	**Samantha**	**Radinsky**	Haverford	562.450.0729	sradinsky@kippsocal.org
23	**Tania**	**Campos**	Colby	323.491-4418	tcampos@kippsocal.org
Third Grade Teachers					
24	**Yuliana**	**Espinoza**	NYU	310.256.0076	yespinoza@kippsocal.org
25	**Jessica**	**Alvarez**	UCSD	213.880.4691	jalvarez@kippsocal.org
26	**Ana**	**Brito**	Columbia	310.714.3829	abrito@kippsocal.org
27	**Annabelle**	**Risner**	UW	657.223.5723	arisner@kippsocal.org
28	**Mayra**	**Perez Gonzalez**	Alder/NYU	323.680.7218	mayperez@kippsocal.org
Fourth Grade Teachers					
29	**Melissa**	**Castillo**	William and Mary	323.491.4371	mecastillo@kippsocal.org
30	**Suly**	**Hilario**	Northwestern	562.685.1430	shilario@kippsocal.org
31	**Megan**	**Kinsella**	Notre Dame	707.602.7702	mkinsella@kippsocal.org

32	**Tina**	**Salas**	UT Austin	562-774-3775	ksalas@kippsocal.org
33	**Alexandra**	**Alvarado**	Alder/Notre Dame	323.494.3930	aalvarado-resident20@kippsocal.org
Elective Teachers					
34	**Cameron**	**Jeans-Shaw**	K-4GR Art	323.638.4278	cjeans-shaw@kippsocal.org
35	**Octavio**	**Fierros**	K-4GR Physical Education	323.809.7074	ofierros@kippsocal.org
36	**Ricardo**	**Hernandez**	2GR, 3GR, 4GR Science	323.204.7696	rihernandez@kippsocal.org
37	**Christopher**	**Sandoval**	2-4GR, 3GR, 4GR Dance	657.341.8087	csandoval@kippsocal.org
Student Services / Mental Health and Support Services					
38	**Giselle**	**Mendoza**	CHIRP	323-537-1611	gmendoza@kippsocal.org
39	**Darlyn**	**Zenteno-Aguilar**	Resource Specialist	n/a	dzaguilar@kippsocal.org
40	**America**	**Avelino**	Resource Specialist	3233527246	aavelino@kippsocal.org
41	**Jessica**	**Rosas**	Special Education Assistant	323.589.1450	jrosas@kippsocal.org
42	**Estefania**	**Mendoza**	Special Education Assistant	323.866.0879	emendoza@kippsocal.org
43	**Juliet**	**Waters**	Counselor	323.351.4384	juwaters@kippsocal.org
44	**Katrina**	**Warner**	Speech and Language Pathologist	323.313.9067	kwarner@kippsocal.org
45	**Victoria**	**Heredia**	Special Education Assistant	n/a	vheredia@kippsocal.org
46	**Ginny**	**James**	SpEd Manager	n/a	gjames@kippsocal.org
47	**Becky**	**Weinstein**	Program Specialist	n/a	rweinstein@kippsocal.org
Supporting Staff					

48	**Carmen**	**Vickers**	Instructional Aide / Art Teacher	916-230-7873	cvickers@kippsocal.org
49	**Martha**	**Duran**	K-1 Instructional Aide	n/a	mduran@kippsocal.org
50	**Joanna**	**Marmolejo**	K-1 Instructional Aide	n/a	jmarmolejo@kippsocal.org
51	**Paula**	**Hernandez**	K-1 Instructional Aide	323.274.9341	phernandez@kippsocal.org
52	**Jenifer**	**Castaneda**	K-1 Instructional Aide	n/a	jcastaneda@kippsocal.org
ASP					
53	**Micaela**	**Estrada**	1GR ASP instructor-Soccer	626.688.2754	miestrada@kippsocal.org
54	**Andrea**	**Cabrera**	2GR ASP instructor-Softball	323.945.4302	ancabrera@kippsocal.org
55	**Alisa**	**Buriel**	2GR/3GR ASP instructor-Dance	323.915.6835	aburiel@kippsocal.org
56	**Tiana**	**Rodriguez**	3GR ASP instructor-Cooking	323.401.7660	trodriguez@kippsocal.org
57	**Jesus**	**Solorio**	4GR ASP instructor-Soccer	323.392.4787	jsolorio@kippsocal.org

School Directory KIPP Comienza Community Prep- Upper School

Staff and Faculty Directory					
Leadership					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Alma Mater**

Melissa	Helguera	School Leader	323-835-5788	mhelguera@kippsocal.org	UCLA
Daisy	Salazar	Seville Site School Leader	323-430-0775	dsalazar@kippsocal.org	UCLA
Amanda	Cavagnero	Dean	860-626-9852	acavagnero@kippsocal.org	Boston University
Fifth Grade Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Homeroom**
		Social Studies 5 Grade Teacher			CSUDH
Chloe	Lam	Math 5 Grade	562-372-0664	clam@kippsocal.org	UCSB
Elorde	Tuliao	Science 5 Grade Teacher	562-674-0782	etuliao@kippsocal.org	Stanford
Melissa	Maximo	English 5 Grade Teacher	571-310-2799	mmaximo@kippsocal.org	Pepperdine
Sixth Grade Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Homeroom**
Laura	Saenz	Social Studies 6 Grade Teacher	424-255-2083	lsaenz@kippsocal.org	CSULB
Firuze	Barimani	Math 6 Grade Teacher	626-652-2820	fbarimani@kippsocal.org	USC
Jose	Moreno	Science 6 Grade Teacher	562-285-6568	jomoreno@kippsocal.org	UCSC
Kady	Kang	English 6 Grade Teacher	562-551-8543	kkang@kippsocal.org	Emory
Seventh Grade Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Homeroom**
Jose	Velez	Social Studies 7th Grade Teacher	213-357-2348	josevjimenez@kippsocal.org	Tulane
Yousuf	Marvi	Math 7 Grade Teacher	909-569-4187	ymarvi@kippsocal.org	Connecticut College
Cynthia	Beppu	Science 7 Grade Teacher	562-548-0234	cybeppu@kippsocal.org	UCSD
Deanna	Tayag	English 7 Grade Teacher	323-208-9823	dtayag@kippsocal.org	Johns Hopkins
Eighth Grade Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Homeroom**

Alyssa	MacDonald	Social Studies 8 Grade Teacher	714-732-4220	amacdonald@kippsocal.org	Biola
Wilfredo	Echeverria	Math 8 Grade Teacher	213-247-7474	wecheverria@kippsocal.org	LMU
Whitney	Tashiro	Science 8 Grade Teacher	626-765-7910	wtashiro@kippsocal.org	USF
Mayra	Chicas	Science Resident	909-334-1856	mchicas-resident20@kippsocal.org	USF
Kenny	Park	English 8 Grade Teacher	310-866-2148	kpark@kippsocal.org	UCI
Elective Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Alma Mater**
Pablo	Flores	Physical Education Teacher 7/8	323-7707331	paflores@kippsocal.org	CSUDH
Hector	Gomez	Physical Education Teacher 5/6	323-351-4939	hgomez@kippsocal.org	CSUDH
Carla	Miller-Kupchenko	Music	626-344-7097	cmiller-kupchenko@kippsocal.org	CSUN
Salma	Rigney	Art		srigney@kippsocal.org	University of Mississippi
SPED					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Alma Mater**
Amanda	Zybala	Mental Health Support Services Manager	323-313-4943	Azybala@kippsocal.org	CSULB
Carrie	Olshan	Special Education Program Specialist	323-395-6651	colshan@kippsocal.org	SUNY Purchase
Ginny	James	Regional Case Manager	323-303-6800	gjames@kippsocal.org	NYU
Evelyn	Licea	Counselor	323-313-8299	elicea@kippsocal.org	UCR/CSULB
Elizabeth	O'Donnell	Counselor	323-346-4416	eo'donnell@kippsocal.org	CSUF
Miranda	Kohani	Resource Specialist Teacher	323-629-7319	mkohani@kippsocal.org.	UCLA
Julissa	Camacho	Resource Specialist Teacher	323-907-7816	jcamacho@kippsocal.org	UCLA

Luis	Palacios	Resource Specialist Teacher	714-681-2238	lupalacios@kippsocal.org	University of Texas at Austin
Jesus	Estrada	Special Education Assistant	213-537-5347	jestrada@kippsocal.org	
Operations Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Alma Mater**
Eled	Herrera	Business Operations Manager	323-394-7298	eherrera@kippsocal.org	UCI
Estela	De Santiago	Registrar	323-243-3606	edesantiago@kippsocal.org	UCSC
Patricia	Martinez	Operations Coordinator	323-629-0385	pmartinez@kippsocal.org	
Paola	Lezama	Receptionist	323-219-7476	plhernandez@kippsocal.org	UCLA
Denise	Gomez	Operations Aide	323-886-2355	dgomez@kippsocal.org	
Jatziri	Sanchez	Operations Aide	323-886-2355	jsanchez@kippsocal.org	
Support Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Alma Mater**
Esther	Garcia	Intervention Teacher	562-716-0203	esgarcia@kippsocal.org	UC Davis
Fernando	Zaragoza	High School Placement Counselor	323-395-4472	fzaragoza@kippsocal.org	Whittier College
After School Team					
First Name	**Last Name**	**Title**	**Phone**	**Email**	**Alma Mater**
Jazmine	Herrera	ASES Coordinator	323-482-3251	jherrera@kippsocal.org	CSUN
Jesus	Solorio	5th ASES tutor	323-392-4787	jsolorio@kippsocal.org	
Olga	Montañez	6th ASES tutor	562-367-2966	omontanez@kippsocal.org	
Vacant	Vacant	7th ASES tutor	Vacant	Vacant	Vacant

Claudia	Torres	8th ASES tutor	323-944-5147	clatorres@kippsocal.org	

STUDENT/ALUMNI CYBER SAFETY

KIPP SoCal's Position on Student/Alumni Cyber Safety

The safety of our students, alumni, families, and team members is a priority of KIPP SoCal Public Schools ("KIPP SoCal"). The Internet and other online programs and resources are to be utilized by our students, alumni, families, and team members to support instructional programs and appropriate virtual student learning and messaging. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials, social media activity, and negative and abusive messaging unsuited to the school setting. For this reason, KIPP SoCal Public Schools ("KIPP SoCal") will make every reasonable effort to ensure that the resources and programs that we provide are monitored to ensure they are used responsibly. KIPP SoCal Public Schools will comply with the requirements of the Children's Internet Protection Act (CIPA) and is committed to assuring the safe conduct and well being of students/alumni while online.

Students and families have been notified about authorized uses, obligations, and responsibilities for users of KIPP SoCal Chromebooks, other devices, and technology as well as consequences for unauthorized use and/or unlawful activities in accordance with KIPP SoCal's regulations and KIPP SoCal's Student and Family Acceptable Internet Use Policy.

KIPP SoCal reserves the right to monitor the use of technological resources, including the Internet and email, for audit and review purposes. Users should not have an expectation of privacy when using KIPP SoCal technology resources.

KIPP SoCal will ensure that all KIPP SoCal Chromebooks and any other devices with Internet access have a technology protection measure through our web filtering system that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 U.S.C. 6777, 47 U.S.C. 254). Students may not access prohibited materials at any time, for any purpose. This includes material that is obscene, child pornography, or material that is considered harmful to students, as defined by the Children's Internet Protection Act, which aims to protect children from obscene or harmful content on the Internet.

The Children's Internet Protection Act (CIPA) defines "harmful to minors" to mean: any picture, image, graphic image file, or other visual depiction that - (i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (47 U.S.C. 254(h)(7)(G)).

Students/alumni shall not disclose personal information about themselves or others on the Internet or other resources. For example, students/alumni shall not reveal their name, home address, telephone number, or display images of themselves or others.

KIPP SoCal Team Member Guidelines for Interactions with Students and Alumni Online and Other Media (such as phone calls, text messages, etc.)

As stated in the Team Member Handbook, all KIPP SoCal team members are held to the highest standard of

professionalism with our students, alumni, families, alumni, and other team members. Our Professionalism policy states, "KIPP SoCal is a professional organization based on the trust and goodwill it engenders from its community. In addition to providing excellent services to the communities in which we serve, you are to treat all families, colleagues and stakeholders with the utmost courtesy."

All team members are expected to remain professional while communicating with students and families online and other media, such as phone calls, text messages, etc. Our focus should always be concerned for these three reasons: *for student/alumni's education, health, and safety*.

The following are guidelines for all communications:

- All team members are expected to stay within professional boundaries with students and alumni
    - As stated in the Team Member Handbook, all team members are expected to conduct themselves in a way that reflects the highest standards of behavior and professionalism required of team members.
    - It is each team member's obligation to avoid situations that could prompt suspicion by families, students, alumni, colleagues, or school leaders.
        - Some activities may seem innocent from a team member's perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or family's point of view.
            - This is not to restrain innocent, positive relationships between team members and students, but to prevent interactions that could lead to, or may be perceived as, unprofessional.

- Keep the conversation related to the education process (as stated in Use of Electronic Media by Team Members to Communicate with KIPPsters policy found in the Team Member Handbook)
    - We do encourage team members to check in with students, alumni, and families to see how they are doing
        - If the student/alumni and/or family ask for assistance with resources, please let them know we are here to assist and we will provide assistance as much as we can or provide information on other resources that may be available.
        - Please try **not** to probe the student/alumni and/or family about something personal that they are not comfortable speaking about.
            - Allow the family to speak on these things on their own.

- Keep the conversation professional in tone, words used, and focus
    - Please refrain from putting long conversations in emails and texts
        - These conversations should be done by phone

- Keep the families included in communications with students

- Keep your conversations with students/alumni and families on KIPP SoCal authorized means of communication
    - Use your KIPP SoCal issued phone, email address, and any other KIPP SoCal authorized virtual communication resource, such as Google Classroom, Class Dojo, etc.

- Refrain from using personal social media accounts to communicate with students/alumni and families

<u>Online Threats to Students/Alumni</u>

As well as the threats that all users face when going online, such as computer viruses and email scams, students/alumni are at risk from the following:

- *Cyberbullying*

- Bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and mobile applications (apps) or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

- *Inappropriate Content*
  - Adolescents and children can unintentionally come into contact with inappropriate content, such as sexually explicit material. Unsolicited obscene materials can also be received electronically.

- *Sexting*
  - Sexting is the sharing and receiving of sexually explicit messages and nude or partially nude images via text messages or apps. Sexting, while commonly occurring off school grounds, also occurs on school property, with the content being sent and viewed on cell phones. Of note is that possession of sexually explicit photos received by sexting can be considered a type of possession of child pornography from a legal perspective.

- *Sextortion/Ransomware*
  - Students may also become victim to sextortion, possibly via ransomware, if they engage in sexting. Sextortion occurs when someone threatens to distribute private and sensitive material if not provided with images of a sexual nature, sexual favors, or money. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. Ransomware can also include an element of extortion, in which the perpetrator threatens to publish data or (possibly sexually explicit) images if the victim does not do what the perpetrator wants, such as provide nude photos.

- *Oversharing*
  - Personal information that is sometimes shared by students includes their name, age, address, phone number, and Social Security number. • Online Predation. Online predators put victims through "the grooming process," a series of steps by which they build the victim's trust by sympathizing with him or her or feigning common interests, after which they proceed to set up a face-to-face meeting with the victim and then move forward with manipulation and seduction.

Additional Resources for Students, Families, Alumni, and Team Members

Students, alumni, team members, and families can receive additional guidance on online safety through the following:

General Education on Online Safety

- *Stop.Think.Connect.* Campaign (https://www.dhs.gov/stopthinkconnect; U.S. Department of Homeland Security) is a national awareness campaign that provides resources such as videos, a toolkit, and blogs to help raise the awareness of cyber threats and how to be safer online.

- *NetSmartz® Workshop* (https://www.netsmartz.org/; *National Center for Missing and Exploited Children® [NCMEC])* provides resources for parents and guardians, educators, and law enforcement with the goal of educating, engaging, and empowering children to recognize potential Internet threats, talk to adults about risks, prevent themselves from being exploited, and report victimization to adults. Separate Websites and resources are available for kids, tweens, and teens.

- *OnGuard Online program* https://www.consumer.ftc.gov/features/feature-0038-onguardonline; Federal Trade Commission) provides instructional material for elementary and middle school teachers, high school teachers, and community educators and resources for parents on how to talk to their children about being online.

- *Incorporating Sextortion Prevention, Response, and Recovery into School Emergency Operations Plans (EOPs) Webinar, REMS TA Center*. This Webinar provided background information on sextortion and discussed how students/alumni can be victims and perpetrators. Presenters shared how education agencies can develop measures to prevent and protect students/alumni from sextortion with support from local and Federal agencies. http://rems.ed.gov/Sextortion2016Webinar.aspx

- *Office of Educational Technology (OET) Web page, U.S. Department of Education*. The OET develops national educational technology strategy and policy for how technology can be used by K-12, higher education, and adult education learners. https://tech.ed.gov/

- *Privacy Technical Assistance Center, U.S. Department of Education*. This Website serves as a comprehensive resource that education agencies can use to get information about privacy, confidentiality, and security practices. The site provides valuable information related to information sharing guidelines, such as the Family Educational Rights and Privacy Act (FERPA), and legislation, such as the Children's Internet Protection Act. http://tech.ed.gov/privacy

- *StopBullying.gov Website*. This Website (http://www.stopbullying.gov/index.html) serves as a hub of information on the Federal perspective on bullying and contains information and resources to address bullying. Under the Cyberbullying tab, users can access Web pages such as: o Tips for Teachers, which describes some of the warning signs that a child may be involved in cyberbullying and how to prevent and address cyberbullying; and o Social Media and Gaming, which lists social media apps and sites commonly used by children and teens and what adults can do to prevent cyberbullying of children who are gaming.

  After an Online Incident has Occurred

  Students/alumni also need to be aware of what to do if they are a victim of an online threat. They are encouraged to report threats to their parent/guardian, a teacher, a school counselor, another trusted adult, and the online service provider, if appropriate. Students, alumni, teachers, and other members of the public can also contact NCMEC's CyberTipline to report a concern by submitting an online report at https://report.cybertip.org/ or calling 1-800-843-5678.

  If somebody is in immediate danger or a crime may have been committed, students, teachers, and team members should contact local law enforcement.

KIPP SoCal PUBLIC SCHOOLS

Family Handbook
2020-2021
Part 2

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Welcome to KIPP

KIPP SoCal Public Schools is a regional network of schools operating in Los Angeles and San Diego counties. At KIPP SoCal Public Schools, we believe the purpose of education is for liberation. We see, develop, and inspire the greatest potential in each KIPPster.

For more information about KIPP SoCal or about individual schools, please visit our website: https://www.kippsocal.org/schools

KIPP SoCal Public Schools Schools Board Meetings
September 16, 2020
December 9, 2020
January 29, 2021
March 17, 2021
June 16, 2021

KIPP SoCal Public Schools Schools Board Members
Julie Miller, Board Chair
Luis Rodriguez, Vice Chair
Heather Lord, Board Secretary
Margie Armona
Jon Berg
Carlos Bermudez
Randy Bishop
Mel Carlisle
Courtney Criswell
Phil Feder
E.J. Kavounas
Mike Montoya
Norma Parraz
Frank Reddick

KIPP SoCal Public Schools CEO
Marcia Aaron
3601 E. First Street
Los Angeles, CA 90063
(213) 489-4461

Alcohol, Tobacco, Drugs and Violence-Prevention and Prohibition

KIPP SoCal Public Schools does not tolerate the use, possession, distribution, or sale of drugs, alcohol, tobacco, or related paraphernalia by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, tobacco, or related paraphernalia on campus and at school activities. In cooperation with local authorities and community agencies in disciplining students in violation, school administrators may use prevention-education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free. Smoking and the use of all tobacco products, alcohol, or drugs shall be prohibited on all KIPP SoCal Public Schools Schools property. KIPP SoCal Public Schools Schools also prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco

products on all school property. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, such as suspension or expulsion, particularly because ENDS are considered drug paraphernalia, as defined by Education Code 48900 et. seq and 11014.5 of the Health and Safety Code. Parents and students are encouraged to seek assistance at their school site.

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    - It is each team member's obligation to avoid situations that could prompt suspicion by families, students, alumni, colleagues, or school leaders.
        - Some activities may seem innocent from a team member's perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or family's point of view.
            - This is not to restrain innocent, positive relationships between team members and students, but to prevent interactions that could lead to, or maybe perceived as, unprofessional.

- Keep the conversation related to the education process (as stated in Use of Electronic Media by Team Members to Communicate with KIPPsters policy found in the Team Member Handbook)
    - We do encourage team members to check in with students, alumni, and families to see how they are doing
        - If the student/alumni and/or family ask for assistance with resources, please let them know we are here to assist and we will provide assistance as much as we can or provide information on other resources that may be available.
        - Please try **not** to probe the student/alumni and/or family about something personal that they are not comfortable speaking about.
            - Allow the family to speak on these things on their own.

- Keep the conversation professional in tone, words used, and focus
    - Please refrain from putting long conversations in emails and texts
        - These conversations should be done by phone

- Keep the families included in communications with students

- Keep your conversations with students/alumni and families on KIPP SoCal authorized means of communication

    - Use your KIPP SoCal issued phone, email address, and any other KIPP SoCal authorized virtual communication resource, such as Google Classroom, Class Dojo, etc.

- Refrain from using personal social media accounts to communicate with students/alumni and families

Online Threats to Students/Alumni

As well as the threats that all users face when going online, such as computer viruses and email scams, students/alumni are at risk from the following:

- *Cyberbullying*
    - Bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and mobile applications (apps) or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

- *Inappropriate Content*
    - Adolescents and children can unintentionally come into contact with inappropriate content, such as sexually explicit material. Unsolicited obscene materials can also be received electronically.

- *Sexting*
    - Sexting is the sharing and receiving of sexually explicit messages and nude or partially nude images via text messages or apps. Sexting, while commonly occurring off school grounds, also occurs on school property, with the content being sent and viewed on cell phones. Of note is that possession of sexually explicit photos received by sexting can be considered a type of possession of child pornography from a legal perspective.

- *Sextortion/Ransomware*
    - Students may also become victim to sextortion, possibly via ransomware, if they engage in sexting. Sextortion occurs when someone threatens to distribute private and sensitive material if not provided with images of a sexual nature, sexual favors, or money. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. Ransomware can also include an element of extortion, in which the perpetrator threatens to publish data or (possibly sexually explicit) images if the victim does not do what the perpetrator wants, such as provide nude photos.

- *Oversharing*
    - Personal information that is sometimes shared by students includes their name, age, address, phone number, and Social Security number. • Online Predation. Online predators put victims through "the grooming process," a series of steps by which they build the victim's trust by sympathizing with him or her or feigning common interests, after which they proceed to set up a face-to-face meeting with the victim and then move forward with

manipulation and seduction.

Additional Resources for Students, Families, Alumni, and Team Members

Students, alumni, team members, and families can receive additional guidance on online safety through the following:

General Education on Online Safety

- *Stop.Think.Connect.* Campaign (https://www.dhs.gov/stopthinkconnect; U.S. Department of Homeland Security) is a national awareness campaign that provides resources such as videos, a toolkit, and blogs to help raise the awareness of cyber threats and how to be safer online.

- *NetSmartz® Workshop* (https://www.netsmartz.org/); *National Center for Missing and Exploited Children® [NCMEC])* provides resources for parents and guardians, educators, and law enforcement with the goal of educating, engaging, and empowering children to recognize potential Internet threats, talk to adults about risks, prevent themselves from being exploited, and report victimization to adults. Separate Websites and resources are available for kids, tweens, and teens.

- *OnGuard Online program* (https://www.consumer.ftc.gov/features/feature-0038-onguardonline; Federal Trade Commission) provides instructional material for elementary and middle school teachers, high school teachers, and community educators and resources for parents on how to talk to their children about being online.

- *Incorporating Sextortion Prevention, Response, and Recovery into School Emergency Operations Plans (EOPs) Webinar, REMS TA Center*. This Webinar provided background information on sextortion and discussed how students/alumni can be victims and perpetrators. Presenters shared how education agencies can develop measures to prevent and protect students/alumni from sextortion with support from local and federal agencies. http://rems.ed.gov/Sextortion2016Webinar.aspx

- *Office of Educational Technology (OET) Web page, U.S. Department of Education*. The OET develops national educational technology strategy and policy for how technology can be used by K-12, higher education, and adult education learners. https://tech.ed.gov/

- *Privacy Technical Assistance Center, U.S. Department of Education*. This Website serves as a comprehensive resource that education agencies can use to get information about privacy, confidentiality, and security practices. The site provides valuable information related to information sharing guidelines, such as the Family Educational Rights and Privacy Act (FERPA), and legislation, such as the Children's Internet Protection Act. http://tech.ed.gov/privacy

- *StopBullying.gov Website*. This Website (http://www.stopbullying.gov/index.html) serves as a hub of information on the Federal perspective on bullying and contains information and resources to address bullying. Under the Cyberbullying tab, users can access Web pages such as: o Tips for Teachers, which describes some of the warning signs that a child may be involved in cyberbullying and how to prevent and address cyberbullying; and o Social Media and Gaming, which lists social media apps and sites commonly used by children and teens and what adults can do to prevent cyberbullying of children who are gaming.

After an Online Incident has Occurred

Students/alumni also need to be aware of what to do if they are a victim of an online threat. They are encouraged to report threats to their parent/guardian, a teacher, a school counselor, another trusted adult, and the online service provider, if appropriate. Students, alumni, teachers, and other members of the public can also contact NCMEC's CyberTipline to report a concern by submitting an online report at https://report.cybertip.org/ or calling 1-800-843-5678.

If somebody is in immediate danger or a crime may have been committed, students, teachers, and team members should contact local law enforcement.

Change of Residence Emergency Information

Change of Residence

It is the responsibility of parents, guardians, or adult foster care caregivers to inform the school of any change of address, telephone number, or emergency information. Any and all changes to emergency information must be made in person and only by the student's parent or legal guardian. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their child(ren).

Emergency Cards

Please ensure that your child's emergency card is on file and up-to-date at the front office, as students will only be released to individuals authorized to pick up and care for the student in an emergency situation. Additionally, the office will only release students to individuals who are 18 years or older. Students will only be released to a person listed on the emergency card unless the parent/legal guardian has provided written authorization on a case by case basis.

Child Abuse

Reporting Requirements

Child abuse is any deliberate behavior that is inflicted on a child from an adult. Examples of child abuse may include, but are not limited to, physical abuse, sexual abuse, including commercial sexual exploitation of a minor, neglect, willful cruelty, and mental suffering. Any KIPP SoCal Public Schools employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency (CPA): either the Department of Children and Family Services, local police or Sheriff's Department, immediately or as soon as practical by phone and a written report within 36 hours. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

Human Trafficking

Human trafficking is modern-day slavery and involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act. Los Angeles and San Diego are amongst the highest incidences of trafficking due to close proximity to airports and the Port of Los Angeles. With these startling statistics, two laws have been put into effect to ensure we do our part to inform students and parents of the warning signs of human trafficking (SB 1104) and (AB 1227). In accordance with AB1227, students are educated about this through the sexual health curriculum in grades 7-8. For more information on the warning signs of human trafficking, please visit the KIPP SoCal website. All KIPP SoCal Public Schools staff members are trained in knowing the signs of child trafficking and exploitation and are considered to be mandated reporters.

Student Safety: Human Trafficking Prevention Resources

KIPP SoCal Public Schools is aligned with the State of California's mission to ensure sexual abuse and sex trafficking prevention education is provided to address these specific threats to students.

KIPP SoCal Public Schools worked with their schools that maintain sixth (6th) - eighth (8th) grades, inclusive, to identify the most appropriate methods of informing parents and guardians of students in those grades of human trafficking prevention resources. The most appropriate methods are to have pamphlets available in each school's main office and to make the resources and information available on KIPP SoCal Public Schools' main website and each school's website.

Code of Conduct with Students

KIPP SoCal Public Schools is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. KIPP SoCal Public Schools will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students. Parents or guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

Education Code Section 44807 states that every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. California law prohibits the use of corporal punishment against students. However, a teacher, assistant principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this Section are in addition to and do not supersede the provisions of Section 49000.

Comments, Concerns and Complaints Procedures

The following procedure outlines the steps to be used by a parent, guardian, or community member who has a suggestion, question, comment, concern, or complaint about a KIPP SoCal school policy, team member or particular situation. KIPP SoCal Public Schools encourage families and team members to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to KIPP SoCal Public Schools.

Resolution of questions, concerns, and complaints should always start with the individual team member or specific KIPP SoCal school in concern. If the question, concern, or complaint is unresolved, it is essential that the school leader is included in the resolution process.

Step 1: Contact the specific teacher, team member, or school administrator involved. Request to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt the daily activities or schedule at the school.

Step 2: If the concern or complaint is not resolved in Step 1, the individual raising the concern or complaint may contact the School Leader. Be prepared to give specific details about the concern or complaint and steps that have already been taken to resolve the problem. The School Leader, Assistant School Leader, School Manager, and other members of school leadership will collaborate with the individual raising the concern or complaint to resolve the identified issue. School Leadership shall consider all the facts and find an appropriate resolution of the concern or complaint.

Steps 1 and 2 will occur in less than thirty (30) days.

Step 3: If the individual raising the concern or complaint is dissatisfied with the School Leadership's decision, he/she may contact KIPP SoCal Public Schools' Chief Academic Officer. The Chief Academic Officer will collaborate with the individual raising the concern or complaint to resolve the identified issue. The Chief Academic Officer shall consider all the facts and find an appropriate resolution of the concern or complaint.

Step 4: If the concern or complaint is not resolved in Step 3, KIPP SoCal Public Schools' Leadership Team will meet to decide who on the Leadership Team will be best suited to handle this particular issue and set of circumstances. This Leadership Team member will collaborate with the individual raising the concern or complaint to resolve the identified issue. This Leadership Team member shall consider all the facts and find an appropriate resolution of the concern or complaint.

Steps 3 and 4 will occur in less than thirty (30) days.

Step 5: If the individual raising the concern or complaint is dissatisfied with KIPP SoCal Public Schools' Leadership Team's decision, he/she may contact KIPP SoCal Public Schools' Chief Executive Officer. The Chief Executive Officer will collaborate with the individual raising the concern or complaint to resolve the identified issue. The Chief Executive Officer shall consider all the facts and find an appropriate resolution of the concern or complaint.

Step 6: If the individual raising the concern or complaint is dissatisfied with the Chief Executive Director's decision, the individual may petition the KIPP SoCal Public Schools Board of Directors. If the Board receives a complaint prior to the completion of Steps 1 through 5, it will inform the Chief Executive Officer and provide him/her with the relevant information. Similarly, the concern or complaint could be brought before a board meeting. KIPP SoCal Public Schools welcomes the participation of parents, guardians, and community members at board meetings. Public Comment is a standard component of the agenda of every board meeting, which is designed for members of the audience to speak. However, due to public meeting laws, the Board can only listen, not respond or take action. These presentations are limited to three minutes.

If a parent, guardian or community member should bring an item to the Board in written form or via Public Comment at a meeting, the Board Chair will determine if the item should be (1) discussed at an upcoming Board meeting, (2) discussed by the Governance Committee, (3) followed up by the Chief Executive Officer with the School Leader or another School Support Team member or (4) followed up by the Chief Academic Officer with the School Leader.

If the item is to be discussed at the next board meeting or Governance Committee meeting, it will be placed on the agenda and appropriately noticed. For those issues directed to the Governance Committee, it will consider all the facts and circumstances and discuss with relevant KIPP SoCal team members and, if necessary, with the individual raising the concern or complaint by phone or in person. The Committee shall

attempt to resolve the matter at the next committee meeting, and shall send the individual raising the concern or complaint written confirmation of the resolution.

A KIPP SoCal team member will be appointed to follow-up with the individual(s) regarding grievances after being discussed with the broader Board (or Committee of the Board). Follow-up is generally by phone and within forty-eight (48) hours after a decision is made by the Board (or Board Committee). If the item is to be addressed by the Chief Executive Officer or Chief Academic Officer or School Leader, a KIPP SoCal team member will follow up within 48 hours after a decision is made. The KIPP SoCal team member will also follow up with the Board.

Steps 5 and 6 will occur in less than thirty (30) days.

Step 7: If the decision is made by a committee rather than the full board, and the individual raising the concern or complaint is dissatisfied with the Committee's decision, the individual raising may petition the Board in writing within thirty (30) days of the Committee's written resolution described in Step 6. The Board shall review the concern or complaint and send written confirmation of the resolution to the individual raising the concern or complaint prior to the next Board meeting.

The Board's decision shall be final.

Emergency Preparedness

All KIPP SoCal Public Schools schools work diligently to make sure that students and staff are prepared for emergencies. Every school has an emergency plan that provides guidance for the school staff in an emergency. Every school conducts regular emergency drills that meet or exceed the state mandated requirements, and accommodates persons with disabilities, such as:

Egress Drill – Every elementary and middle school practices this procedure once a month.
Earthquake Drill – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school's disaster plan are practiced regionwide.
Lockdown Drill – At least twice a year, schools practice how they will respond to a threat on or near the campus.
Drop, Cover, and Hold On Drill – At least four times a year, schools use this drill to remind students how to protect themselves during an earthquake.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make public schools the safest place for students during an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff and inspected by the Regional Operations Team.

Emergency Response

In the event that there is an emergency, parents should remember that public schools are among the safest places in the community. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area. During a lockdown, students will be moved indoors, to use the buildings as protection. During an emergency, parents who want to pick up their children may be asked to go to the Request Gate located on

the school's perimeter and show identification. This is a specific location that schools will use to release students. Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the student's Emergency Card is current and correct. Please notify your child's school anytime the emergency contact information changes. During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by law enforcement or the incident commander on site. Parents need to understand that the students are being sheltered in a secure classroom for their safety and will be released only when it is safe.

Family Ambassadors

Family Ambassadors are family leaders representing each of KIPP SoCal Public Schools's schools. Ambassadors participate in regular leadership training over the course of an academic year, focused on civic engagement and community organizing. Some of their work includes registering families to vote, advocating for education legislation locally, in Sacramento and Washington DC, and hosting the annual KIPP SoCal Public Schools Family Summit every spring. Please see your School Leader to learn the Ambassadors representing your school.

Free Expression Including Political Conduct, Rallies, Assemblies, Demonstrations, etc.

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and District employees. Students who fail to follow the directive of school site administrators or District policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against that student. Once students are off-campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. KIPP SoCal Public Schools has no control over how local law enforcement will handle the situation. While KIPP SoCal Public Schools recognizes and respects a student's freedom of speech rights, KIPP SoCal Public Schools employees shall not promote, endorse, encourage or discourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out. For further information concerning this issue, please contact your student's school administrator.

Gun-Free Safe Schools

The Federal Gun-Free Safe Schools Act and California law prohibit the possession of firearms on school campuses and at school activities. Pursuant to these laws, any student found in possession of a firearm will be recommended for expulsion immediately. Upon a finding that the student was in possession of a firearm, the designated subcommittee may expel the student after a hearing. The expulsion can last up to a year. Possession includes, but is not limited to, storage in lockers, purses, backpacks, automobiles, and other property owned or possessed by the student.

Health Information

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity. A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage, slings), casts, splints, crutches, cane, walker, knee walker/knee scooter, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility, and safety. An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health care provider. School authorities may excuse any student, age 12 years or older, from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian. Students are allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with California Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at the school.

Communicable Disease Protection

Communicable disease inspections may be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by KIPP SoCal Public Schools, the state Department of Health, and the Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations. Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis (pink eye); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and the District, county, and state policy. Readmission to school is based on condition and appropriate treatment. Any student excluded from school with flu-like symptoms and/or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school (REF-4832.0).

An effort may be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable diseases that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school front office. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the school health personnel in the front office.

New students will not be enrolled unless an immunization record, provided by a health-care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to the District, or transfer students within the District, must show that they have received all currently required immunizations in order to be enrolled. In addition, all students entering or advancing to 7th grade must show evidence that they have received a pertussis-containing vaccine (e.g., Tdap) on or after their 7th birthday. The immunization status of all students will be reviewed periodically. Those students who do not meet the state guidelines must 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 SoCal Public Schools Schools or the public health department. A Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO), licensed in California, may exempt your child from some or all immunization requirements due to a medical condition. Consult your medical provider if you believe your child requires a medical exemption from immunizations. Starting January 1, 2016, state law does not allow parents or guardians of students in any school or child care facility to submit a Personal Belief Exemption (PBE) to a currently required vaccine. Any PBE filed at the school before January 1, 2016, will be honored until the next grade span, as defined by law. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs.

Student Medication

California Education Code Section 49423 provides that any student who is required to take, during the regular school day, medication (prescribed or over-the-counter) may be assisted by the credentialed school nurse or other designated school personnel if the school district annually receives:

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the name, 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 district assist the student in the matters set forth in the health care provider's statement.

Students may not carry or use medication on campus without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if the school district receives the appropriate documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of the medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing a release for the credentialed school nurse or other health care personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction.

Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication at school. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the front office. School health personnel do not prescribe or give advice regarding medication.

Senate Bill 1266, Pupil Health: epinephrine auto-injectors, (amends Section 49414 of the CA Education Code) became effective January 1, 2015. This bill requires school districts, county offices of education, and charter

schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered and are authorized to use epinephrine auto-injectors to provide emergency medical aid to students without a known severe allergy or authorized medication on file with their school and are suffering, or reasonably believed to be suffering, from an anaphylactic reaction (severe allergic reaction).

Oral Health

Kindergarten students while enrolled in a public school, or first grade students not previously enrolled in a public school, must present evidence of having received an oral health assessment by May 31st of the school year. This assessment may be performed no earlier than 12 months prior to the date of the initial enrollment of the student into a public school. This law will impact students currently enrolled in kindergarten or first grade. The oral health assessment may be performed by a licensed dentist or other licensed or registered dental health professional. The parents or legal guardian of the student may be excused from complying with the oral health assessment if they sign a waiver stating that they could not find a dental office that accepted their child's insurance, they could not afford to pay for the assessment, or they did not want to have their child's oral health evaluated. There is no penalty for students and families who are not able to comply with the oral health assessment (e.g., students may not be excluded from school for non-compliance with the assessment or waiver).

Physical Examination

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all first grade students within 18 months prior to entry or up to three months after admission to the first grade. If help is needed in meeting the requirement for a CHDP examination, please contact your school office. If parents/guardians do not wish to have their child examined at school (including vision and hearing screenings), they must file an annual written statement to that effect with the school's administrators. Screening of the student's vision and hearing will be done at the school site in accordance with State mandates. Parents/guardians will be notified of any findings as a result of the mandated screening tests that require further attention.

Married, Pregnant, and Parenting Student Policy

KIPP SoCal Public Schools is required per California Education Code - EDC § 222.5 to notify parents and guardians of pupils of the rights and options available to pregnant and parenting pupils.

KIPP SoCal recognizes that early marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. KIPP SoCal, therefore, desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

KIPP SoCal shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. As such, KIPP SoCal shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program.

Education and Support Services For Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child, including independent study, alternative schools/program of choice, or continuation program.

Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other students. A student's participation in such programs shall be voluntary.

Services

To the extent feasible, educational and related support services shall be provided, either through the school or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Parenting education and life skills instruction
2. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code
3. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Absences

Pregnant or parenting students may be excused for absences related to confidential medical appointments.

The Chief Academic Officer or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by a physician. At the conclusion of the leave, the student shall be reinstated to the status held when the leave began.

A parenting student may request exemption from attendance because of personal services that must be rendered to a dependent. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

Accommodations For Lactation

All KIPP SoCal schools shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints
Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through KIPP SoCal's Uniform Complaint Procedures.

Any complaint alleging KIPP SoCal's noncompliance with the requirements to provide reasonable accommodations for lactating students also may be filed in accordance with KIPP SoCal's procedures in Uniform Complaint Procedures. A complainant who is not satisfied with KIPP SoCal's decision may appeal the decision to the California Department of Education (CDE). If KIPP SoCal or the CDE finds merit in an appeal, KIPP SoCal shall provide a remedy to the affected student.

If you would like to file a complaint or would like additional information, please contact:

Cesely Westmoreland
Registered In-House Counsel
KIPP SoCal Public Schools
cwestmoreland@kippsocal.org
213.489.4461

Program Evaluation
KIPP SoCal will regularly monitor the effectiveness of the strategies used to support married, pregnant, and parenting students, which may include data on participation rates, in programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on programs and services offered.

Sexual Health Education
The California Healthy Youth Act (CHYA) enacted January 1, 2016, integrates the instruction of comprehensive sexual health education and HIV prevention education (Education Code Sections 51930-51939 (AB 329).
Here are some facts about CHYA for all grades:

1. All instruction in all grades (K-12) must be age-appropriate and medically accurate (meaning accepted by organizations like the American Academy of Pediatrics) and may not promote religious doctrine. All elements of the instruction must be in alignment with each other.
2. All instruction and materials in grades K-12 must be inclusive of LGBTQ+ students. Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships. It must also teach about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes.
    a. It is not required for schools to ask permission to teach or discuss these topics, it is part of the California curriculum and the CHYA law.
3. Sexual Health Education Requirements for Middle School:
    a. Parents/guardians must be notified that their student will receive sexual health and HIV prevention education and be allowed to view the materials prior to instruction.
    b. Parents/guardians may excuse their student from the instruction by submitting an opt-out request in writing directly to the school. Once the request in writing is received, the student will be excused from this instruction.
    c. Teachers are trained in partnership with LACOE and KIPP SoCal Public Schools' Mental Health & Support Services Team to provide a series of lessons on the topics listed below.
    d. Sexual Health Education Goals:

i. To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
ii. To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
iii. To promote understanding of sexuality as a normal part of human development;
iv. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
v. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

Parent/guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education. In order to excuse your student, an opt-out request must be submitted in writing directly to the school.

Mental Health and Support Services

The Mental Health and Support Services Department offers a range of tiered mental health, counseling, referral, and social and emotional services and supports to help children, youth, and families become better equipped to thrive. Services are rendered at schools through various programs in KIPP and provided by School Counselors and graduate level social work interns from social work graduate programs in Los Angeles. Services and supports are free of charge and are provided to all students based on need and availability regardless of immigration status. School Counseling services are reserved for students whose social and emotional needs are impairing their academic abilities. For students that are experiencing challenges outside of school, referrals to local mental health agencies will be provided. In order to benefit from these services, students must be referred, schools must demonstrate that all other options have been exhausted, qualify through assessment, and parent interview. Parents also must sign for consent for participation in mental health services for students, however, School Counselors are permitted to meet with students without parental consent up to 3 times and in the case of emergencies (e.g. Suicidal ideation or suspicion of abuse). Consent for counseling can be revoked in writing at any time by the parent or legal guardian and given to the main office or directly to the school counselor. School Counselors maintain the confidentiality of their students and their families at all times and will only break confidentiality if given specific permission or if the student's, other students', or other individuals' safety is a concern.

Mental health services are provided by Master's level Social Workers (MSW or equivalent - e.g. school psychology) that are registered with the California Board of Behavioral Sciences as Associate Clinical Social Workers (ACSW) or Licensed Clinical Social Workers (LCSW), in addition to possessing their Pupil Personnel Services Credential with certification in school social work/school counseling, and child welfare and attendance. All clinicians are trained in multiple evidence-based practices and specialize in treating depression, anxiety, special education, disruptive behaviors, and trauma. School Counselors, like all KIPP SoCal Public Schools employees, are mandated reporters. For more information, please reach out to your school's front office staff for assistance in contacting your School Counselor.

HEART Initiative

The Mental Health and Support Services Team has spearheaded KIPP SoCal Public School's HEART approach. HEART stands for Healing Environments and Responses to Trauma. HEART teaches educators to understand the impact that stress and trauma can have on a child's ability to regulate their emotions, behavior, and

ultimately learn. The goal of HEART is to implement trauma-sensitive, research-based practices that are resilience-focused and culturally sensitive in order to prevent the negative effects of chronic stress and trauma. Examples of ways that HEART is implemented by school site staff may include teaching social-emotional classroom lessons, implementing mindfulness practices throughout the day, and utilizing restorative practices when resolving conflicts.

Suicide Prevention, Intervention and Postvention Policy

The Governing Board of KIPP SoCal Public Schools ("KIPP SoCal") recognizes that suicide is a leading cause of death among youth and must be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, KIPP SoCal shall develop strategies for suicide prevention, intervention, and postvention with a special focus on high-risk students. The policy authorizes school employees to act only within the authorization and scope of the employee's credential or license. Nothing in this section shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The Chief Academic Officer may involve school health professionals, school counselors, administrators, other team members, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating KIPP SoCal's strategies for suicide prevention, intervention, and postvention.

KIPP SoCal prohibits discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, national origin, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. Acknowledging that it is KIPP SoCal' responsibility to protect the health, safety, and welfare of its students, this policy's focus is to safeguard students and team members against suicide attempts, deaths and other trauma associated with suicide, including establishing the right supports for students, team members, and families affected by suicide attempts and loss. The emotional wellness of students greatly impacts school attendance and educational success. As a result, this policy will be used in conjunction with other policies that support the emotional and behavioral wellness of students.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

KIPP SoCal's comprehensive education program promotes the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. For upper middle school (grades 7 and 8), suicide prevention instruction shall be incorporated into appropriate lessons, and curriculum shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies. Prevention can be in the form of class lessons on coping skills, warning/risk signs for suicide, and depression, school-wide suicide prevention initiatives that raise awareness, student projects and presentations, and/or school and community resources/posters that can help youth in crisis, etc.

At appropriate secondary grade levels, KIPP SoCal's suicide prevention instruction shall be designed to help

students:

1. Identify and analyze the warning signs and risk factors for depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide;

2. Identify alternatives to suicide and develop coping, problem-solving, conflict resolution, and resiliency skills;

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent;

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services.

Team Member Development and Training

Suicide prevention training for team members shall be designed to help team and family members identify and respond to students at risk of suicide. All team members will annually participate in training regarding the awareness and prevention of suicide through SafeSchools.

Additional training may be provided by KIPP SoCal Public Schools school counselors under the direction of the Associate Director of Mental Health for staff at schools and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior;

3. School and community resources and services;

4. KIPP SoCal regional procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide;
5. Postvention and re-entry procedures and supports for when a student returns from hospitalization.

Materials approved by KIPP SoCal Public Schools for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

Intervention

Whenever a team member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Admin Designee and the School Counselor. The School Counselor will conduct a Risk Assessment to determine the level of risk for self-harm and/or suicidal ideation. The School Counselor will determine if the student is at a low, medium, or high risk, consult with their supervisor (Mental Health Program or Associate Director of Mental Health), and their Administrative Designee, to determine next steps.

If a student is assessed to be a medium or high risk, the School Counselor or Admin Designee will call the ACCESS hotline for support with an emergency psychiatric assessment. The School Counselor or Administrative Designee shall then notify the student's parents/guardians as soon as possible about the risk assessment, results, and possible outcomes.

Students shall be encouraged to notify a teacher, school leader, school counselor, or another adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Each school site shall adapt the KIPP SoCal crisis procedures and work in partnership with their School Counselor, Chief Academic Officer, and Associate Director of Mental Health to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

When a suicidal ideation, threat, and/or attempt is reported, the school leader/administrative designee and/or school counselor shall:

1. Reference KIPP SoCal Public Schools crisis response procedures for step-by-step guidance

2. Ensure the student's physical safety by one of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred

    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

3. Designate specific individuals to be promptly contacted, including the school counselor, school leader or administrative designee, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies

4. School Counselor will document the incident using the KIPP SoCal Risk Assessment Documentation Form

5. Teachers, administrators, and other team members will document a suicide threat, ideation, or attempt using the KIPP SoCal Incident Report Form.

6. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed

7. Provide access to counselors or school leadership team to listen to and support students and team members who are directly or indirectly involved with the incident at the school

8. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions (postvention)

Re-Entry

1. A student returning to school following hospitalization due to suicide risk assessment/evaluation, suicidal ideation, attempt or self-harm, must have written permission to return to school from a medical provider. This can be in the form of a signed letter from the medical provider, the KIPP SoCal Medical Clearance form, or hospital discharge papers that clearly state the student is cleared and safe to return to school.

2. Once the student returns, the parent/guardian should escort the student on the first day.

3. The School Counselor should consider holding a re-entry meeting with key support team members, administrative designee, parents/guardians, and the student to facilitate a successful transition.

4. During this meeting be sure to address any incidences of alleged bullying, identify a plan for the student to make-up or catch-up on missed work, identify supports within the school setting and at home, obtain consent for counseling services and to communicate with outside providers (KIPP SoCal Release of Information form), and identify a plan to check-in and monitor student progress.

High-Risk Students

When designing prevention efforts and providing intervention to students that are exhibiting risk factors of suicide or self-harm, it is important to consider the additional supports and documentation that may need to occur for high-risk populations. High-risk populations are groups of students that are more vulnerable to the risk of suicide due to their membership in a particular group. These include youth bereaved by suicide, youth with disabilities, mental illness or substance use disorders, youth experiencing homelessness, or in out-of-home settings, such as foster care and LGBTQ youth.

For students with disabilities, consider the frequency, intensity, and duration of the suicidal ideation, risk assessments, any hospitalizations, and how those emotions and behaviors are impacting their ability to access and progress within the general education curriculum. Any member of the IEP team can request an amendment IEP to review supports that are in place and potential next steps to further support the student. Based on the current IEP, consider discussing the topics below:

1. Adding or revising a Behavior Support Plan
2. Review most recent School Psychology report
3. An Assessment Plan to add DIS Counseling OR
4. Revising goals for DIS Counseling and reviewing minutes
5. An Assessment Plan to assess for Educationally Related Intensive Counseling Services, if DIS Counseling (ERICS) has not been effective
6. Consider other assessments to determine possible changes to a student's Free and Appropriate Public Education (FAPE) offer

LGBTQ youth are especially vulnerable to bullying and isolation which is a risk factor for suicidal ideation. Schools should follow KIPP SoCal Nondiscrimination policy to ensure that all students feel welcome and included in all activities and aspects of the school. When contacting parents/guardians or personnel regarding risk assessment outcomes, do not "out" students to anyone. Disclosing this information may put a student at further risk of harm.

Postvention

In the event that a suicide occurs or is attempted on campus, the School Leader or designee shall follow the crisis intervention procedures contained in the KIPP SoCal School Crisis Response Handbook.

After consultation with Chief Academic Officer and/or Associate Director of Mental Health, School Leader, and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Leader or Administrative Designee may provide students, parents/guardians, and team members with information, counseling, and/or referrals to community agencies as needed. School team members may receive assistance from School Counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

School Leader or Administrative Designee shall do the following:

1. Gather all relevant information about the suicide.
    a. Confirm that cause of death was by suicide.
    b. Identify a team member (e.g. administrator or school counselor) to be a point of contact for the deceased student's family (within 24 hours).
        i. Discuss confidential information sharing with family and that cause of death will not be disclosed to the school community without the family's permission.

2. Notify KIPP SoCal School Leader Manager

3. Mobilize School Crisis Response
    a. Follow KIPP SoCal School Crisis Response Handbook
    b. Assess the impact and degree of psychological trauma to the school community.
    c. Develop a plan of action for responding to students, team members, and families and assign roles and responsibilities.
    d. Establish a plan to notify team members, students, and families taking into consideration confidentiality and the wishes and rights of the family of the deceased.
    e. Identify a plan to identify and provide crisis counseling to students and team members that may have difficulty coping with the death.
        i. School Counselor will coordinate crisis counseling with the Associate Director of Mental Health.

4. Refer students to community mental health services or higher level of care if deemed necessary based on assessment, previous history, etc.

5. Work with School Counselor, School Leader Manager, and Registered In-House Counsel to identify other healthy ways for the school community to process the loss. Being sure to avoid activities that may glamorize or romanticize suicide.
    a. Memorials
        i. Should not disrupt normal school routine.
        ii. Memorials should be time-limited.
        iii. Monitor the memorials for content from other students that may be of concern.
    b. Suicide Awareness Events

6. Document all interventions and communication.

7. Continue to monitor and manage the situation.

******The KIPP SoCal Public Schools Suicide Prevention Policy adopted by KIPP SoCal's governing board is for schools on KIPP SoCal private sites with grades 7-8, which currently all grades 7-8 are only on KIPP SoCal private sites. If any schools with grades 7-8 operate under the various agreements between LAUSD and KIPP SoCal on District property in the future, the LAUSD Suicide Prevention, Intervention, and Postvention Policy will be adopted for the schools on those sites.******

Homeless and Foster Students

Foster Youth

Children supervised by the Department of Children and Family Services or Department of Probation and placed in licensed foster homes, group homes, with relative caretakers, or residing with the biological parent(s) have special enrollment provisions. Assembly Bill 490 mandates that students in foster care must be immediately enrolled in school (Education Code section 48853.5) regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall all work together to serve the educational needs of students living in out-of-home care. Assembly Bill 1933, (effective January 1, 2011) allows youth in foster care to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area when the child is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue his or her education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of an academic year, the student in foster care shall be allowed to continue his or her education in the school of origin for the duration of the academic school year. Parents, guardians, foster caregivers, social workers, and/or probation officers should notify the school district as soon as they become aware that a child is changing school placements so that school records can be transferred in a timely manner.

Homeless Youth

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless student is defined as a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

-Live in an emergency or transitional shelter; abandoned building, parked car, or other facilities not designed as a regular sleeping accommodation for human beings

-Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)

-Live in a hotel or motel

-Live in a trailer park or campsite with their family

-Have been abandoned at a hospital

-Be awaiting foster placement in limited circumstances

-Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or

-Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because he/she is living in circumstances described above

Students are identified through the McKinney-Vento Eligibility Questionnaire (MVEQ) that is required to be included in every enrollment packet. Families self identify their current living situation on the MVEQ. Each school is required to have a designated school site homeless liaison that works with the School Counselor to provide appropriate services based on need and availability. Parents can self-identify with the MVEQ at any

time during the school year at the school site. A homeless student has the same responsibility to attend school as any other student but also has the right to choose between attending either the school that the student was last enrolled or the school of residence. The District shall ensure that transportation is provided as appropriate for qualifying students, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible. The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, before and after school services, and any other services that are needed. Unaccompanied youth have these same rights.

Immigration Status, Citizenship Status, and National Origin Considerations

Gathering and Handling Student and Family Information Specifically in Regards to Immigration Status, Citizenship Status, and National Origin Policy

Collecting and Retaining Student Information

KIPP SoCal Public Schools ("KIPP SoCal") shall maintain in writing policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

If KIPP SoCal possesses information that could indicate immigration status, citizenship status, or national origin information, KIPP SoCal shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, KIPP SoCal shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

KIPP SoCal shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

KIPP SoCal team members shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, KIPP SoCal shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, KIPP SoCal shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, KIPP SoCal's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

KIPP SoCal personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, KIPP SoCal personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Registered In-House Counsel of the KIPP SoCal shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, KIPP SoCal's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries About Social Security Numbers or Cards

KIPP SoCal shall not solicit or collect entire Social Security numbers or cards.

KIPP SoCal shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, KIPP SoCal shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

KIPP SoCal shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

Responding to the Detention or Deportation of a Student's Family Member

KIPP SoCal Public Schools shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

This information will be essential for families to develop a Family Safety Plan to be stored at a location

known by the student. This Plan may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to teach the trusted adult. A Petition for Appointment of Temporary Guardian of the Person is required if the trusted adult does not have a qualifying familial relationship with the student, or if legal custody is required.

KIPP SoCal shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- KIPP SoCal shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- KIPP SoCal shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, KIPP SoCal shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, KIPP SoCal shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. KIPP SoCalshall only contact Child Protective Services if KIPP SoCal 's team members are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Responding to Requests for Access to School Grounds for Immigration-Enforcement Purposes

Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of KIPP SoCal Public Schools ("KIPP SoCal") during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

KIPP SoCal shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

KIPP SoCal shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

KIPP SoCal team members shall report entry by immigration-enforcement officers to Cesely Westmoreland, KIPP SoCal Public SchoolsRegistered In-House Counsel as would be required for any unexpected or unscheduled outside visitor coming on campus.

Responding to On-Campus Immigration Enforcement

As early as possible, KIPP SoCal team members shall notify Cesely Westmoreland, KIPP SoCal Public Schools

Registered In-House Counsel, of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the KIPP SoCal Public Schools Registered In-House Counsel, KIPP SoCal team members shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school team members must first receive notification and direction from the KIPP SoCal Registered In-House Counsel.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also, ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, KIPP SoCal team members should comply with the officer's orders and immediately contact the KIPP SoCal Registered In-House Counsel.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    - an ICE (Immigrations and Customs Enforcement) administrative warrant, KIPP SoCal team members shall inform the agent that he or she cannot consent to any request without first consulting with the KIPP SoCal Registered In-House Counsel.
    - a federal judicial warrant (search-and-seizure warrant or arrest warrant) prompt compliance with such a warrant is usually legally required. If feasible, consult with the KIPP SoCal Registered In-House Counsel before providing the agent access to the person or materials specified in the warrant.
    - a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, KIPP SoCal team members shall inform the KIPP SoCal Registered In-House Counsel or other designated official of the subpoena, and await further instructions on how to proceed.
8. While KIPP SoCal Public Schools staff should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, KIPP SoCal team members shall document his or her actions while on campus.
9. After the encounter with the officer, KIPP SoCal team members shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    - List or copy of the officer's credentials and contact information;
    - Identity of all school staff who communicated with the officer;
    - Details of the officer's request;
    - Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - KIPP SoCal team member's response to the officer's request;
    - Any further action taken by the agent; and

- Photo or copy of any documents presented by the agent.

10. KIPP SoCal team member shall provide a copy of those notes, and associated documents collected from the officer, to the KIPP SoCal Registered In-House Counsel.
11. In turn, the KIPP SoCal Registered In-House Counsel shall submit a timely report to the KIPP SoCal governing board regarding the officer's requests and actions and KIPP SoCal's response(s).
12. E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.proceed.

Parental Notification of Immigration-Enforcement Actions

KIPP SoCal team members must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

KIPP SoCal team members shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Independent Study

The KIPP SoCal Public Schools Schools Independent Study policy is available in the front office. Families interested in requesting independent study for their child must make an appointment with the School Leader.

Know Your Educational Rights

Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

• All children have the right to a free public education.
• All children ages 6 to 18 years must be enrolled in school.
• All students and staff have the right to attend safe, secure, and peaceful schools.
• All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
• All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

• When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
• You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

• Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
• Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported
• You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
• You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint
• Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

News Media Access

Occasionally, reporters may visit schools to cover sporting events, school assemblies, and other on-campus activities. This requires parent or guardian consent. Each September, schools usually send home a form granting permission for the child to be interviewed by a reporter working for a newspaper, radio or television station. If a parent or guardian chooses otherwise, they should retain the form rather than turning it into the school. These forms also give reporters the opportunity to photograph or videotape a child. Sometimes, individuals are featured in images or may appear in the background. This can lead to wonderful exposure for the child for something that brings pride to their family and to the school. In addition, the waiver covers publicizing good news that schools may want to share on Facebook, Twitter, or other social media sites. Even with a signed form, students can turn down an interview or photograph request. In such cases, the student need only let their teacher know of their decision. It's worth pointing out that the signed form covers a student while on campus. Once they leave the school grounds, the signed agreement can no longer be enforced, leaving students on their own. Students can talk to the media, if they choose, without asking their parent for permission. However, older students may be asked to share their thoughts. For this reason, it is best to talk with students, letting them know your preference in advance if they find themselves in this situation.

Nondiscrimination Statement

KIPP SoCal Public Schools ("KIPP SoCal") prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, national origin, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For questions or complaints, contact your school site's school leader and/or KIPP SoCal Public Schools' compliance officer and Title IX Officer, Cesely Westmoreland, by phone at 213.489.4461, by email at cwestmoreland@kippsocal.org, or in person at 3601 E First St, Los Angeles, CA 90063.

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)

The student education records contained in KIPP SoCal Public Schools ("KIPP SoCal") electronic and physical data sources are subject to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99). FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent/guardian consent to anyone other than school officials with legitimate educational interests, except for directory information. "Directory Information," which is defined as set forth below, may be released to requestors in limited circumstances by KIPP SoCal without additional notice to families unless the parent/guardian timely "opt-out" of such disclosures in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. **KIPP SoCal's policy is not to release directory information to requestors unless KIPP SoCal deems it to be in the interests of our students and families.** If parents/guardians do not want KIPP SoCal Public Schools to disclose their contact and other directory information from their child's records to such persons or entities without their prior written consent, parents/guardians must notify KIPP SoCal in writing prior to the beginning of each school year.

FERPA Definitions

- *Student education records*: records directly related to students and maintained by the school or a party acting for the school.

- *Directory information*:
    - Student names;
    - Parents'/guardians' names;
    - Address;
    - Electronic mail address;
    - Phone number;
    - Dates of attendance;
    - Participation in officially recognized activities and sports;
    - Weight and height of members of athletic teams;
    - Degrees, honors, and awards received; and
    - The most recent educational agency or institution attended
    - Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems or displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identify, such as a PIN, password, or other factor known or possessed only by the authorized user.

- *Personally identifiable information:* includes, but is not limited to:
    - Student names;

    - Names of student parents/guardians or other family members;
    - Student or student family address(es);
    - Personal identifiers, such as student social security numbers or state or school-assigned student numbers;
    - Lists of personal characteristics that would make student identity easily traceable; and
    - Other information that would make a student's identity easily traceable.

- *A school official with legitimate educational interest:*
    - A person employed by KIPP SoCal as an administrator, supervisor, instructor, or support staff member (including health, medical, law enforcement, or technical personnel);
    - A person serving on the school's board of directors;
    - A person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or
    - A parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

KIPP SoCal takes our students' data seriously. Students' data is shared throughout KIPP SoCal. However, extreme care is taken with all KIPP SoCal team members not to disclose students' data with anyone who is not a school official unless they have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure. Whenever student data is shared beyond school officials, KIPP SoCal requires the recipient to enter into a data-sharing agreement outlining the recipient's roles and responsibilities in protecting our student data. Wherever possible, KIPP SoCal removes student identifiers (names and identification numbers) from the information shared.

Student Records

KIPP SoCal maintains student records that include the following information:

- Enrollment Paperwork and Application
- Emergency Contact Information
- Report Cards
- Transcripts
- Standardized Test Scores
- Disciplinary Records (Suspensions and Expulsions)
- Immunization Card
- Health Records

Documentation within a student record can be considered sensitive records 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 records:

- Personal identifiers, such as student social security numbers or state or school-assigned student numbers
- Driver's license number
- Home address*
- Salary information
- Student attendance or grade in school*
- Medical information
- Bank account or credit card account number
- Date of birth*

- Home phone number*
- Maiden name

* Student "directory information", as defined by Education Code section 49061(c), that is released as a stand-alone record shall not be defined as "sensitive records" (CA Education Code 49073). Any document that is part of a student record marked "Confidential", "Sensitive" or otherwise similarly labeled shall be treated as a "sensitive record."

All cumulative records will be kept in a safe location with the log of requests.

Transfer of Student Records

On behalf of all new students entering KIPP SoCal, the KIPP SoCal administration will request a transfer of student education records from the student's prior school district or private school. As the parent/guardian, you have the right to review, challenge, and receive a copy of the student records that are being transferred to KIPP SoCal Public Schools.

Consent to Release Records

Confidential records and/or information may be transferred between public schools and public school districts within the state of California without written consent by parents, guardian,s or students over 18 years of age.

Transfer of confidential records and/or information to a private school or any private or public agency or other individual does require the written consent of parent, guardian, or student over 18 years of age.

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. (CA Education Code 49064)

In every instance of inspection by someone who does 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. (5 California Code of Regulations § 435)

The log does not need to include the following persons accessing student records (CA Education Code 49064):

- Parents/guardians or adult students
- Students 16 years of age or older who have completed the 10th grade
- Parties obtaining KIPP SoCal approved directory information (cf. 5125.1: Release of Directory Information)
- Parties who provide written parental consent, in which case the consent notice shall be filed with the record (CA Education Code 49075)
- School officials with a legitimate educational interest

Annual Information Notice to Parents and Guardians

General Information Policy

- KIPP SoCal is providing this annual notice to parents and guardians of KIPP SoCal's general information policies that include:
    - Assurances that KIPP SoCal will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
    - A description of the types of student records maintained by KIPP SoCal.
    - A list of the circumstances or conditions under which KIPP SoCal might release student information to outside people or entities.
    - A statement that, unless KIPP SoCal is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the [local educational agency] shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Directory Information Policy

- If KIPP SoCal decides to release directory information, KIPP SoCal is providing this annual notice to parents and guardians, and "eligible students" in attendance, of KIPP SoCal's directory information policy that includes:
    - The categories of information that KIPP SoCal has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
    - A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where KIPP SoCal receives consent as required under state law).
    - The recipients of the directory information.
    - A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.
    - The deadline in which the parent, guardian, or student must notify the school in writing that he or she does not want the information designated as directory information.

Policy and Procedures Regarding Student and Family Information Sharing

KIPP SoCal shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

KIPP SoCal Public Schools staff shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify the designated KIPP SoCal Public Schools Official or other designee about the information request.
    - KIPP SoCal Public Schools Designated Official
      Cesely Westmoreland, Esq
      Registered In-House Counsel
      KIPP SoCal Public Schools
      3601 E. 1st Street
      Los Angeles, CA 90063
      213.489.4461; cwestmoreland@kippsocal.org

- Provide students and families with appropriate notice and a description of the immigration officer's

request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on KIPP SoCal prohibits disclosure, KIPP SoCal shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

KIPP SoCalshall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

KIPP SoCal's request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. KIPP SoCal Public Schools shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, KIPP SoCal shall not release the information.

Parents/Guardians and Students FERPA Rights

FERPA affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. **The right to inspect and review the student's education records within forty-five (45) days of the day the School receives a request for access.** Parents/guardians or eligible students should submit to the School a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
    a. If the parent/guardian is requesting copies of their child's educational records, the school may charge reasonable fees for the cost associated with making copies of the requested documents. Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to a parent/guardian's request.

    b. Accordingly, a school is not required to provide a parent/guardian with updates on his or her child's progress in school unless such information already exists in the form of an education record.

2. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.** Parents/guardians or eligible students may

ask the School to amend a record that they believe is inaccurate or misleading. They should write the School, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. While a school is not required to amend education records in accordance with a parent/guardian's request, the school is required to consider the request. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing. That statement must remain with the contested part of the student's record for as long as the record is maintained.

a. However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords parents/guardians the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an individual's opinion, or a substantive decision made by a school about a student.

b. Additionally, if FERPA's amendment procedures are not applicable to a parent's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests as defined above. 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. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

OUT for Safe Schools™

KIPP SoCal Public Schools is a part of a national initiative called OUT for Safe Schools™. OUT for Safe Schools™ ensures that LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) students and their families feel welcomed and affirmed on all school campuses. This initiative supports our regional KIPP SoCal

Public Schools nondiscrimination and bullying policies which can be found in this Handbook. By participating in this campaign, we join LA Unified School District along with several other school districts including San Diego Unified, Oakland Unified, San Francisco Unified, Boston Public Schools, New York Department of Education, and Chicago Public Schools. School personnel are arguably the most critical agents for LGBTQ+ youth in building communities where students feel safe, secure, and accepted so they can thrive academically. Research has shown that when staff members intervene in homophobic and negative remarks about gender expression, students were more likely to feel safe and less likely to have missed school for safety reasons. KIPP SoCal Public Schools is participating in this campaign by providing tools to staff members that enable them to be a visible resource for students and families. By wearing or displaying an OUT for Safe Schools™ badge, KIPP SoCal Public Schools staff members have the opportunity to declare they are safe space ambassadors and show that they are allies to all LGBTQ+ students.
OUT for Safe Schools™ does not include any policy or curriculum changes, but provides an opportunity to deliver visible resources and community to our students. While the focus is on LGBTQ+ youth, efforts to create a welcoming and affirming environment for them will have a positive effect on the environment for all youth! For more information ask your School Leader or School Counselor.

Parents' Right to Know

The federal education law called the Elementary Student Succeeds Act (ESSA) requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the school leader who will provide a response.

Promotion and Retention Policy

KIPP SoCal Public Schools expects students to progress through each grade level within one school year. The progression of grade levels are:

For Transitional Kindergarten (TK)-4th Grade Elementary Schools:

TK	**K**	**1**	**2**	**3**	**4**

For 5th-8th Grade Middle Schools:

5	**6**	**7**	**8**

For Transitional Kinder (TK)-8th Grade Schools:

TK	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**

To accomplish this, instruction will accommodate the variety of ways students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement for each grade level.

When high academic achievement is evident, the School Leader or designee may recommend a student for acceleration into a higher grade level. The student's readiness will be taken into consideration in making a

determination to accelerate a student. The School Leader and the student's teacher(s), in consultation with the parent or guardian, shall determine if the student shall be accelerated.

As early as possible in the school year, the School Leader or designee shall identify students who are at risk of being retained in accordance with the following criteria:

- Failure in one or more classes
- Chronically absent
- Scoring below proficiency on standards based assessments
- Scoring below grade level on reading assessments
- Below proficiency on California standardized assessments
- Below grade level on Measures of Academic Progress (MAP) assessments

Students who are at risk of retention will have a minimum of two (2) Student Support and Progress Team (SSPT) meetings prior to the formal recommendation for retention. The School Leader or designee will notify the student's parent or guardian prior to the end of the third quarter if the student is at risk of retention. Upon the conclusion of the school year, the School Leader, in consultation with the student's teacher(s) and parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the School Leader Manager.

Retention of students with disabilities will be determined on an individual case-by-case basis and will be addressed through the IEP process.

Restitution/Parent Liability

Civil Code 1714.01 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed $25,000. California Education Code Section 48904 provides that the parent or guardian of a minor is liable for all property loaned to and not returned or willfully damaged by the minor. It also authorizes schools to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian pays for the damages or returns the property. The parent/guardian of the student is liable for such damages not to exceed $25,000. Upon receiving notification, the parent or guardian may return the property or pay the outstanding obligation.

Safe School Plan

California public school districts are required to comply with California Education Code Section 32281, dealing with the preparation of school safety plans. The Safe School Plan addresses these requirements and includes violence prevention, emergency preparedness, traffic safety, crisis intervention, and wellness. Parents may learn more about the Safe School Plan for a particular school from the principal or a member of the School Safety Team, which is responsible for annually reviewing and updating the plan.

School Accountability Report Card

Education Code Section 35256 requires the school to annually issue a School Accountability Report Card (SARC) for each school. The SARC is published by February 1st each school year. A copy is available upon request at the school site and also on the school's website.

Student Non-Discrimination, Harassment, Intimidation, and Bullying Policy

KIPP SoCal Public Schools Public Schools ("KIPP SoCal") believes that all students have a right to a safe and healthy school environment. Our schools and communities have an obligation to promote mutual respect, tolerance, and acceptance.

KIPP SoCal prohibits discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district.

KIPP SoCal shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

- In California:
    - All children have the right to a free public education.
    - All children ages 6 to 18 years must be enrolled in school.
    - All students and team members have the right to attend safe, secure, and peaceful schools.
    - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
    - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

KIPP SoCal shall inform students who are victims of hate crimes of their right to report such crimes.

KIPP SoCal will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Students who bully and/or harass are in violation of this policy and are subject to disciplinary action up to and including expulsion.

KIPP SoCal requires students and/or team members to immediately report incidents of bullying to the principal or designee. Team Members who witness such acts take immediate steps to intervene when safe to do so.

Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off

campus, and during a school-sponsored activity.

Processing Complaints of Harassment and Bullying

KIPP SoCal has adopted a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off-campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the School Leader or designee.
- Students can rely on team members to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Leader or another school administrator. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process. The procedures for intervening in bullying behavior include, but are not limited, to the following:
    - All team members, students, and their parents will receive a summary of this policy prohibiting discrimination, harassment, intimidation, and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
    - The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
    - Team members who witness acts of discrimination, harassment, intimidation, or bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing these types of acts are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

KIPP SoCal has adopted a process for receiving complaints and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics: age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. The process includes the following steps:

- Once the complaint is received by the school's administrators, it must be immediately reviewed and investigated. The investigation should begin within 24-48 hours of the complaint being received.
- The student who makes the complaint's parent/guardian will be notified immediately (the day the complaint is made) if they did not make the complaint. The parent of the student being accused will be notified as well.
- The administrator must interview all parties involved, including the student making the complaint, the student(s) accused, and any witnesses (such as other students and/or team members.
- The administrator, along with the leadership team of the school, will evaluate the information obtained during the investigation.

- The required next steps will be determined to ensure the safety of all students involved and not involved as well as team members.
- The leadership team of the school will determine how to implement the required next steps.
- The parent/guardian of the student making the complaint and the parent/guardian of the student accused will be notified of the results of the investigation and what the next steps will be.
- If the student or parent/guardian making the complaint wants to appeal the decision, he/she may contact KIPP SoCal's Chief Academic Officer. The Chief Academic Officer will collaborate with the individual raising the complaint to resolve the identified issue. The Chief Academic Officer shall consider all the facts and find an appropriate resolution of the complaint.
    - If the complaint is not resolved, KIPP SoCal's Leadership Team will meet to decide who on the Leadership Team will be best suited to handle this particular issue and set of circumstances. This Leadership Team member will collaborate with the individual raising the complaint to resolve the identified issue. This Leadership Team member shall consider all the facts and find an appropriate resolution of the complaint.
    - If the individual raising the complaint is dissatisfied with KIPP SoCal's Leadership Team's decision, he/she may contact KIPP SoCal's Chief Executive Officer. The Chief Executive Officer will collaborate with the individual raising the complaint to resolve the identified issue. The Chief Executive Officer shall consider all the facts and find an appropriate resolution of the concern or complaint.
    - If the individual raising the concern or complaint is dissatisfied with the Chief Executive Director's decision, the individual may petition the KIPP SoCal's Board of Directors. **The Board's decision shall be final.**

- Students and parents/guardians' complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics listed above can be filed under KIPP SoCal's Uniform Complaint Procedures that can be found in all KIPP SoCal schools' Parent Handbook.
    - The Compliance Officer for Uniform Complaint Procedures and contact information:

Cesely Westmoreland
Registered In-House Counsel
KIPP SoCal Public Schools
3601 E First St, Los Angeles, CA 90063
cwestmoreland@kippsocal.org
213.489.4461

Training Students, Teachers, and Team Members on Anti-Bullying and Anti-Harassment Policy

To ensure that bullying does not occur on school campuses, KIPP SoCal will educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

KIPP SoCal trains teachers and team members to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training, at minimum, provides teachers and team members with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;

- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

The focus is to provide team member development training in bullying prevention and cultivate acceptance and understanding in all students and team members to build each school's capacity to maintain a safe and healthy learning environment.

LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) youth are particularly vulnerable to bullying and discrimination so to be proactive and preventative, KIPP SoCal has partnered with the LA LGBT Center to become an OUT for Safe Schools region. Team members are provided with information on how to support LGBTQ youth, be an ally, and stop bullying when they see it. To learn more about OUT for Safe Schools™, review the section "Out for Safe Schools™".

KIPP SoCal teachers and team members discuss this policy with their students in age-appropriate ways and will assure them that they need not endure any form of bullying. They shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

KIPP SoCal trains teachers and team members, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at a minimum, provide teachers and team members with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Student Sexual Harassment Policy

KIPP SoCal Public Schools ("KIPP SoCal") is committed to maintaining a safe working and learning environment that is free from harassment and discrimination. KIPP SoCal prohibits sexual harassment of students at school or at school-sponsored or school-related activities. KIPP SoCal also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

KIPP SoCal strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact the School Leader, his/her teacher, or any other available school administrator or team member. Any team member who receives a report or observes an incident of sexual harassment shall notify the School Leader or KIPP SoCal's compliance officer so that appropriate action may be taken to resolve the complaint.

Complaints regarding sexual harassment shall be investigated immediately and resolved in accordance with law and KIPP SoCal's policies. School Leaders are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under KIPP SoCal's Uniform Complaint Procedures and wherein the Parent Handbook the procedures can be found.

All members of the KIPP SoCal Leadership Team shall take appropriate actions to reinforce KIPP SoCal's sexual harassment policy.

Instruction/Information

KIPP SoCal shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

- What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
- A clear message that students do not have to endure sexual harassment under any circumstance
- Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
- A clear message that student safety is KIPP SoCal's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
- Information about KIPP SoCal's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

KIPP SoCal considers sexual harassment to be a major offense that can result in disciplinary action to the offending team member or offending student.

Any KIPP SoCal offending team member will be subject to disciplinary action, including possible separation from KIPP SoCal.

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

KIPP SoCal shall maintain a record of all reported cases of sexual harassment to monitor, address, and prevent repetitive harassing behavior in KIPP SoCal schools.

Complaints

If you would like to file a complaint or would like additional information, please immediately contact:

Cesely Westmoreland
Registered In-House Counsel
KIPP SoCal Public Schools
3601 E. 1st Street

Los Angeles, CA 90063
cwestmoreland@kippsocal.org
213.489.4461

Students with Disabilities and Special Education

Students with disabilities may be eligible to receive special education services. If eligible, all services and programs are implemented as prescribed in each student's Individualized Education Plans (IEP). All services, placement and eligibility decisions are made by the IEP team based on assessments and the individual needs of each student. If you have questions regarding special education or your student's eligibility, please contact the School Leader.

Students with Disabilities under Section 504

Section 504 prohibits discrimination and harassment of students with disabilities and requires students with disabilities receive a Free Appropriate Public Education (FAPE). Students with disabilities may qualify for a 504 Plan. If eligible, a 504 Plan is developed to assist those students with disabilities who do not qualify for special education services, but who may need accommodations that can be provided to them within the general education program. If you have questions regarding Section 504 or your student's eligibility, please contact the School Leader.

Uniform Complaint Policy Annual Notice

Scope

KIPP SoCal Public Schools ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School 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. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, including but not limited to sexual 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, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, national origin, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity

   a. All school team members at all schools must take immediate steps or actions to intervene when safe to do so, if they witness an act of discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying.

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to:

   a. After School Education and Safety (ASES)

b. Child Nutrition
c. Consolidated Categorical Aid Programs
d. Discrimination, harassment, including but not limited to, sexual harassment, intimidation, bullying, student lactation accommodations, and Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) resources
e. Every Student Succeeds Act
f. Foster and Homeless Youth Services
g. Local Control Funding Formula (LCFF) and Local Control Accountability Plans (LCAP)
h. No Child Left Behind Act (2001) programs (Titles I-VII), including but not limited to improving academic achievement, compensatory education, English learner programs, and migrant education
i. Physical Education: Instructional Minutes
j. School Facilities
k. Special Education
l. Unlawful Pupil Fees
m. School Safety Plans

(3) A complaint may also be filed 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 a school, school district, charter school, or county office of education 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 Section 49011 of the Education Code 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/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians and, where applicable, will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all affected

pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or

Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Registered In-House Counsel or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Cesely M. Westmoreland, Esq.
Registered In-House Counsel
KIPP SoCal Public Schools
3601 E. 1st Street
Los Angeles, CA 90063
(213) 489-4461
cwestmoreland@kippsocal.org

The Registered In-House Counsel 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 Registered In-House Counsel or designee.

Should a complaint be filed against the Registered In-House Counsel, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Registered In-House Counsel or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Registered In-House Counsel or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) 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.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of the right to pursue any civil law remedies that may be available under state or federal discrimination, harassment, including but not limited to sexual harassment, intimidation, or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations 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, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

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.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

● Step 2: Mediation

Within three (3) 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, including but not limited to, sexual 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 the Charter School'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) 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 the Charter School's 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.

The Charter School's 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: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

● Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School'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(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation, or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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 the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Registered In-House Counsel or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

Pursuant to California Education Code §262.3, a complainant may pursue available civil law remedies outside of the Charter School's complaint procedures under California or federal discrimination, harassment, including but not limited to, sexual harassment, intimidation and/or bullying laws. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions, restraining orders or other remedies or orders. Complainants may seek assistance from mediation centers or public/private interest attorneys. For unlawful discrimination, harassment, including but not limited to, sexual 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 the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Volunteer Policy

At [school name] we strive to create a warm and welcoming school environment for parents. We view our work as a partnership among school leaders, teachers, students, parents, and the community. Because of this, we encourage parents to get involved in our schools, through volunteering and other opportunities. While we encourage parents to volunteer, it is not a requirement of enrollment. You will receive information throughout the year about volunteer opportunities.

Please ask the front office for the KIPP SoCal Public Schools Board approved Volunteer Policy.

Visitors to School Campuses

While KIPP SoCal Public Schools encourages parents/guardians and interested members of the community to visit KIPP SoCal Public Schools and view the educational program, KIPP SoCal Public Schools also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, KIPP SoCal Public Schools has established the following procedures, pursuant to California Penal Code Section 627, et seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, visitors will wear a "visitor's pass" while on school premises. All visitors will check out through the front office when leaving campus.

3. The School Leader, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt KIPP SoCal Public Schools, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

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

6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the School Leader or designee on the propriety of the denial or revocation.

The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the School Leader or designee or the Executive Director within five days after the denial or revocation.

The School Leader or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal or designee shall be held within seven days after the Principal or designee receives the request. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

7. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the School Leader or designee.

Penalties

1. 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 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to KIPP SoCal Public Schools's pursuit of a restraining order against the visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.