KIPP SoCal PUBLIC SCHOOLS

Family Handbook
2021-2022

KIPP Corazón Academy

Dear Families,

We are excited to continue to welcome back more KIPPsters this school year. Thank you to our families for your continued partnership as we have navigated the realities of this time. We will continue to follow the guidelines set forth by the State, District, and Health Department regarding all health and safety protocols.

Please use this handbook as a resource for you and your child(ren). We want to ensure that you and your family understand the procedures and policies in place at Kipp Corazón Academy that help us to provide consistency and safety, as well as a well-balanced education for your child(ren).

As a Trauma Informed School, we have created policies and procedures that understand the impact that intense stress and trauma may have on childrens' abilities to regulate their emotions, behavior and ultimately learn. Our staff has been provided with training on the effects of trauma on children and we are committed to using classroom approaches such as mindfulness, coping and social skills lessons, and counseling support for students to obtain the skills and knowledge necessary to thrive in school and in life. A positive and safe school climate improves students' ability to learn and grow. It is up to all students, families, teachers and staff to adhere to policies and procedures outlined in this handbook in order to create a nurturing environment where students are excited to learn.

We hope this handbook helps to answer any questions you may have. If you have other questions, please call the school and we will be happy to assist you in any way that we can. Please sign and return the last page of this handbook to acknowledge that you have read and discussed this handbook with your child(ren).

Thank you for your continued support and we welcome you to the new school year!

Colleen Kennedy
School Leader - Lower School

Claudia Solórzano
School Leader - Upper School

Please note: This handbook does not include KIPP SoCal's Health & Safety guidelines for the 2021-2022 school year. For that important information, please reference the updates section of KIPP SoCal's website and the Return to School handbook (English, Español)

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Welcome to KIPP

KIPP stands for the Knowledge is Power Program. We are a part of a national network of schools that prepare students for high school, college, and the world beyond. 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.

Vision:

At KIPP Corazón Academy, we are a community built on revolutionary love. We impact our community by driving excellence and demanding equity so future generations will thrive. We enhance our unique heritage and stand on the shoulders of our ancestors to lead with pride and purpose. We are a restorative community built by students, teachers, and family members, whose individual voices are powerful and even greater collectively. We create solutions to fight for a just local and global community. Through rigorous academic instruction, balanced character education, strong relationships, and rich learning experiences, our students will be successful today and in high school, college, and life. We are 21st century leaders who act with a critical consciousness to build a better tomorrow for ourselves, our communities, and our world.

Lower School

At KIPP Corazón Academy we expect all students to make choices that exemplify our values. For example, our students exemplify each of our values by:

- Having the **courage** to ask for help, try new things, take risks, and stand up for the right decisions.
- Having the **ganas** to never give up and always do their best work.

- Having the **honor** to respect themselves and every member of their community.
- Having the **hope** to always find a better way and to find solutions when problems stand in their way.

As students transition from lower school to upper school, we have been intentional in planning how to enhance the values to prepare our students for high school, college, and life.

Upper School Values:
Advocacy: We unapologetically fight for social justice and equity with the passion to leave our marks on the world today for future generations.
Purpose: In the process of meeting our goals, we constantly think back to appreciate the journey, the knowledge obtained, and the new purpose gained.
Pride: As members of our community, we are proud of who we are and where we come from. We stand on the shoulders of our ancestors as we fulfill their wildest dreams.
Curiosity: With empathy as a driving force, we are constantly curious in everything we do to improve and evolve. We push for new and different perspectives in order to obtain the knowledge needed to change the world.

KIPP SoCal Public Schools
KIPP SoCal Public Schools is a regional network of 23 schools operating in the Los Angeles and San Diego area.

KIPP SoCal Public Schools Directory
Schools School Success Team
3601 E. First Street
Los Angeles, CA 90063
(213) 489-4461

KIPP Academy of Innovation (Grades 5-8)
4240 E. Olympic Blvd
Los Angeles, CA 90023

KIPP Academy of Opportunity (Grades 5-8)
8500 S. Figueroa
Los Angeles, CA 90003

KIPP Adelante Preparatory Academy (Grades 5-8)
426 Euclid Ave.
San Diego, CA 92114

KIPP Compton Community School (Grades TK-3)
1650 W. 134th St.
Compton, CA 90222

KIPP Corazón Academy (Grades TK-4)
9325 Long Beach Blvd.
South Gate, CA 90280

KIPP Corazón Academy (Grades 5-8)
8616 Long Beach Blvd.
South Gate, CA 90280

KIPP Comienza Community Prep (Grades 5-6)
6348 Seville Avenue,
Huntington Park, CA 90255

KIPP Comienza Community Prep (Grades 7-8)
6410 Rita Avenue
Huntington Park, CA 90255

KIPP Comienza Community Prep (Grades TK-4)
7300 Roseberry Ave
Huntington Park, CA 90255

KIPP Empower Academy (Grades TK-4)
8466 S. Figueroa
Los Angeles, CA 90003

KIPP Endeavor College Prep (Grades TK-8)
1263 South Soto Street
Los Angeles, CA 90023

KIPP Iluminar Academy (Grades TK - 4)
4800 E Cesar Chavez Ave.
Los Angeles, CA 90022

KIPP Ignite Academy (Grades TK-1)
9110 S. Central Avenue,
Los Angeles, CA 90002

KIPP Ignite Academy (Grade 2-4)
8300 S. Central Ave
Los Angeles, CA 90001

KIPP LA Prep (Grades 5-8)
2810 Whittier Blvd
Los Angeles, CA 90023

KIPP Philosophers Academy (Grades 5-8)
1999 E. 102nd Street
Los Angeles, CA, 90002

KIPP Poder (Grades TK-K)
630 Leonard Ave
Los Angeles, CA 90022

KIPP Promesa Prep (Grades TK-2)
207 South Dacotah
Los Angeles, CA 90063

KIPP Promesa Prep (Grades 3-4)
5156 Whittier Blvd.
Los Angeles, CA 90022

KIPP Pueblo Unido (Grades TK-1)
3759 E 57th St

Maywood, CA 90270

KIPP Pueblo Unido (Grades 2nd, 6-7)
2660 E 57th St.
Huntington Park, CA 90255

KIPP Raíces Academy (Grades TK - 4)
668 South Atlantic Blvd.
Los Angeles, CA 90022

KIPP Scholar Academy (Grades 5-7)
1729 West Martin Luther King Blvd.
Los Angeles, CA 90062

KIPP Scholar Academy (Grades 6-8)
1722 W Martin Luther King Blvd.
Los Angeles, CA 90062

KIPP Sol Academy (Grades 5-8)
4800 E Cesar Chavez Ave.
Los Angeles, CA 90022

KIPP Vida Prep (Grades TK - 4)
4410 S. Budlong Ave.
Los Angeles, CA 90037

KIPP SoCal Public Schools Schools Board Meetings
September 23, 2021
December 9, 2021
March 24, 2022
June 16, 2022

KIPP SoCal Public Schools Schools Board Members
Julie Miller, Board Chair
Luis Rodriguez, Vice Chair
Heather Lord, Board Secretary

Jon Berg
Carlos Bermudez
Randy Bishop
Mel Carlisle
Courtney Criswell
Phil Feder
E.J. Kavounas
Norma Parraz
Frank Reddick

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

After School Program

We are excited to offer our students an after school program at our school. The mission of after school time at KIPP SoCal Public Schools Schools supports our organization's mission of preparing kids for high school, college and life. Through quality academic assistance and enrichment opportunities our students will develop their passion and leadership skills.

Our After School Program is funded, in part, by the Afterschool Education and Safety (ASES) grant. This funding requires certain grant assurances to be met by our school and because of that we will have certain rules around enrollment, capacity and early releases that all families must comply with in order to keep our funding.

For more information on specific after school questions, please refer to the ASP Program Handbook.

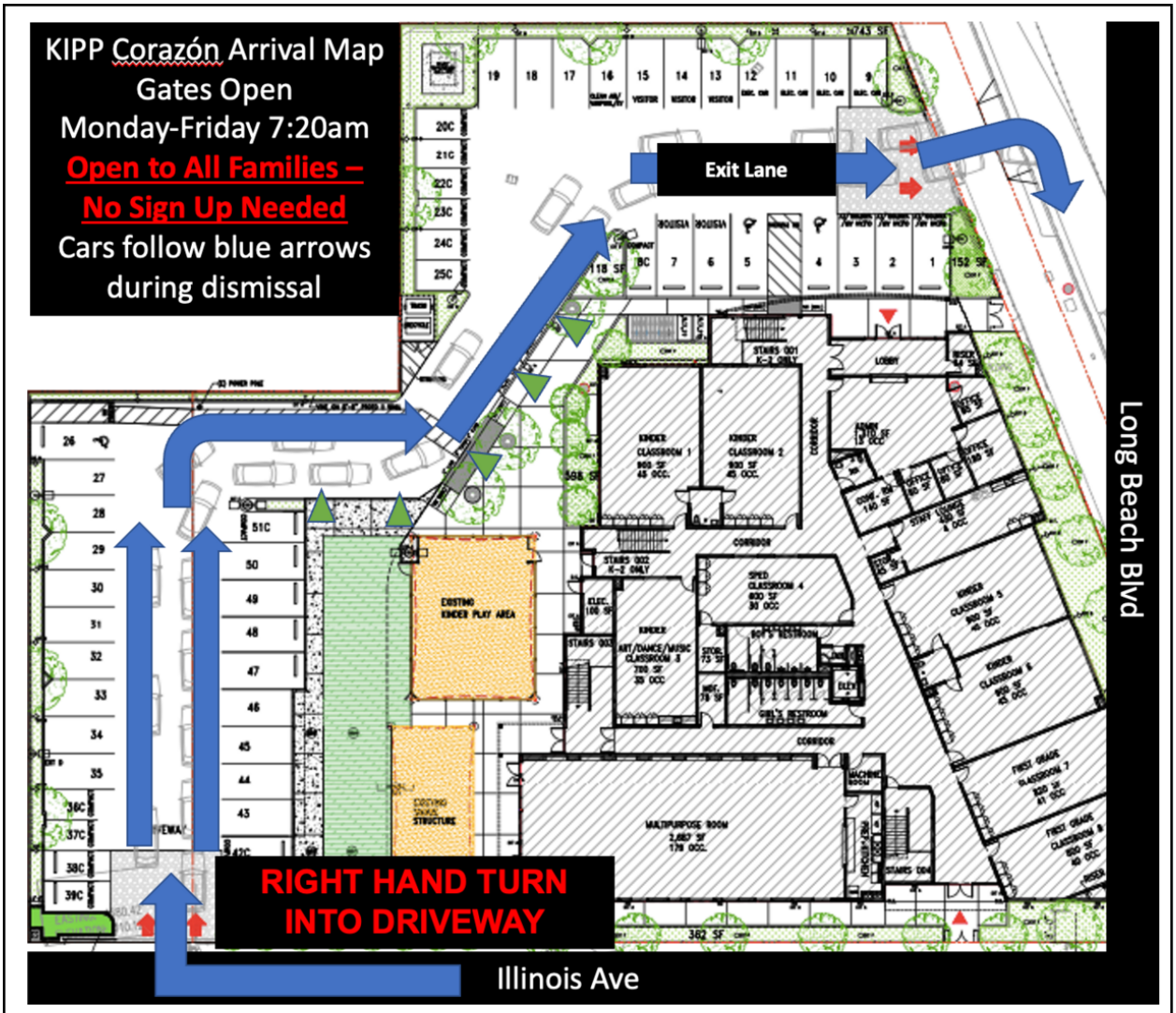
Alcohol, Tobacco, Drugs and Violence - Prevention and Prohibition

KIPP SoCal Public Schools 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.

Arrival/Dismissal

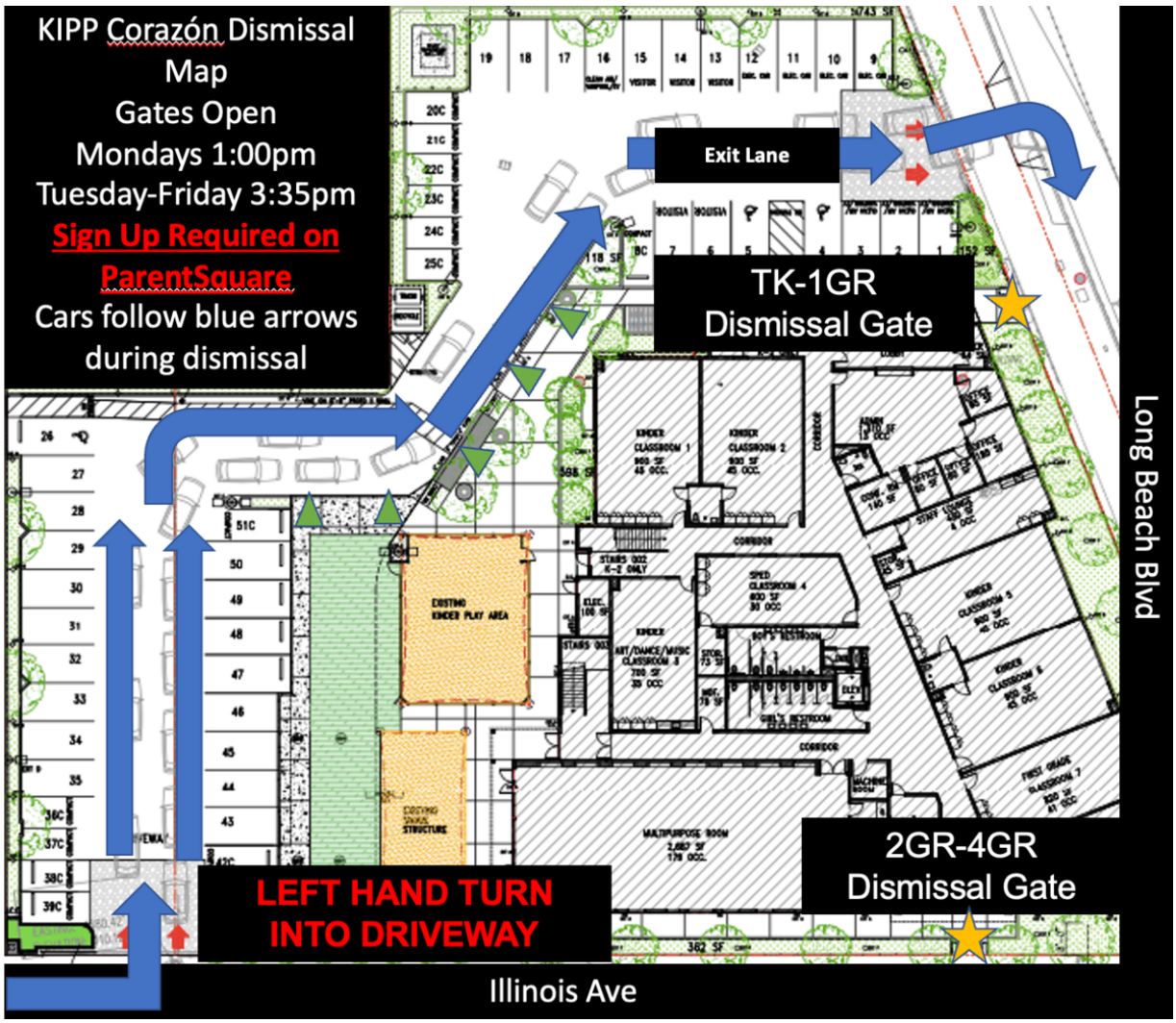
Lower School:
Morning Valet Reminders
Masks are required for all families dropping off and picking up (in valet and walking). Families must also answer the health screening questions before dropping off each morning.

During arrival - you may use valet and turn right on Long Beach Blvd onto Illinois. You cannot make a left hand turn into valet and cut the line. No parking or stopping on Long Beach Blvd. during morning arrival systems. We need the curbside lane to start lining cars for drop off.



Afternoon Valet Reminders

Please remember that only families who have received verification via ParentSquare are to use valet in the afternoon. If you have not received verification, please pick up your students on Long Beach Blvd and/or Illinois Ave Walking Exit. Also, please remember the traffic pattern and join the line in the correct direction!



Dismissal Placards
Please bring your yellow dismissal placards EVERY day for valet and for walking dismissal. If you have not picked them up yet, we will have them available at the Long Beach walking gate in the morning. In the afternoon, K-1GR will be at the Long Beach gate and 2-4GR will be at the Illinois gate.

Walking Exits for Siblings [NEW]
If you have students in multiple grade levels, please pick up from the gate of your youngest student.. For example, if you are picking up a 1st grader and a 3rd grader, you can request both of them from the Long Beach Blvd exit. If students are in 2nd or 3rd grade and do not have a sibling in 1st or Kinder, please pick up on Illinois.

Long Beach Blvd Exit

- TK/ Kindergarten*
- 1st Grade
- Any older siblings (2GR-4GR)

Illinois Ave Exit

- 2nd Grade
- 3rd Grade
- 4th Grade

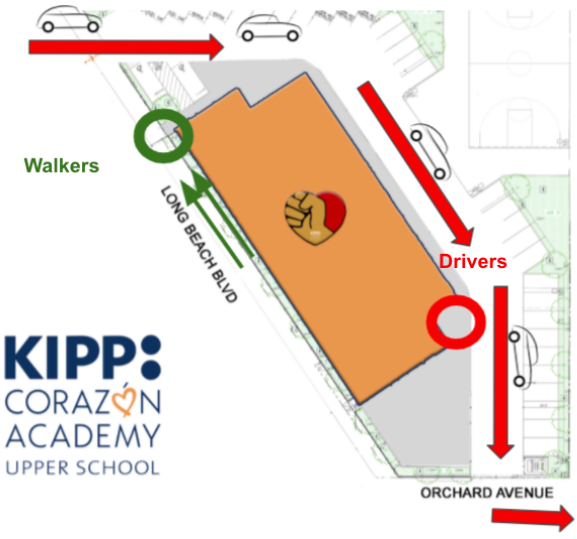
*TK/Kinder dismissal is at 12:15pm all week this week. Please avoid picking up older students for early dismissal at 12:15, as they'll be missing key instructional and relationship building time in class.

*Please do not request young siblings that this gate, go to the Long Beach Blvd

Upper School Arrival:

No parking or stopping on Long Beach Blvd. during morning arrival systems. We need the curbside lane to start lining cars for drop off.

Two Entry Gates: Walking Gate & Car Entrance



Two Entry Points for Students

Walkers

- **Enter Through Long Beach Pedestrian Gate. Only entrance for students walking into campus.**

Cars

- **Cars enter campus and Drop Off inside school. Exit on Orchard Ave. Make LEFT TURN on Orchard.**

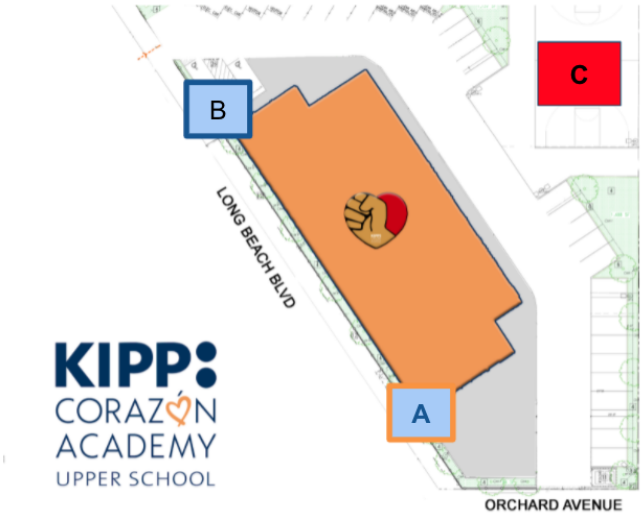
***Health Screening Questions* will be asked to students coming in walking or by car. They must answer NO to all questions in order to come in.**

- Walking Gate Entrance: We will form two lines outside for 1) Students who were screened at home and asked all COVID questions (wearing their screening card). They will be allowed to enter right away 2) Screen students who were not asked COVID Questions and then send them to the next line.
- Car Drop Off: We will allow and encourage families to make a left turn east on Orchard Ave. There is not enough space for cars to exit turning right on Long Beach Blvd back to traffic. Please note that Orchard is a narrow street. Please let staff members know you screened students with all questions, so they can get dropped off faster.

Upper School Dismissal:

- 5th Grade Parent Pick Up (LOCATION A) - All students will be moved to the cafeteria and will be closer to the exit gate. Only parent pickup students will be asked to come down.
- Solo Walker Dismissal (LOCATION B) - Students doing solo walkers are dismissed only from this gate. All students will exit from this location and head outside to meet family. Students are welcome back to campus if they don't find family.
- Late Pickups (LOCATION C) - Please ring the main office door bell to get buzzed in to pick up if you are

running late. An administrator will be responsible for supervising students until family arrives.



Dismissal Order

A — **3:50pm Parent Pickup Gate** (5th Grade)

B — **4:00 Solo Walker Gates** (5th - 8th)

C — **Late Pickups** (After 4:15pm)

If students don't find their parents outside of our gates, or if parents are running late, they can come back to campus.

Attendance

Policy

Attendance is key to learning and is therefore **essential**. There is a direct link between attendance and performance in school. All students are expected to be on time and present for the entire day, in order not to lose valuable instructional time. The instructional day begins at 7:50AM at Lower School, therefore students are tardy starting at 7:50AM and truant starting at 8:20AM. Breakfast begins at 7:25AM and dismissal begins at 3:35PM Tuesday-Thursday and 12:50 PM on Monday. The instructional day at Upper School begins at 8:00 AM, therefore students are tardy starting at 8:00 AM and truant starting at 8:30 AM (please see below for more information on tardies and truancies). Breakfast begins at 7:30 AM, and dismissal is at 4:00 PM Tuesday-Thursday and 1:00 PM on Monday. If a student is going to be absent, leave early, or arrive late, the family must notify the teacher and office in advance. A pattern of excessive absences, tardies, or truancies will result in various levels of intervention (please see the section below for more on attendance interventions).

Procedures

1. The school will maintain a day-by-day record of each student's attendance and tardies.
2. Parents/Guardians must notify the school when their son/daughter will be absent. **The reason for the absence should be documented, in writing, by the parent or guardian within 24 hours of the student's return to school.** Notes submitted after 24 hours of a student's return to school will not be accepted.
3. Upon returning to school after being absent, the student shall be permitted to return to class.

Legally Excused Absences/Tardies/Truancies

Our school will excuse absences, tardies, and truancies for the following reasons:

- Illness or injury of pupil
- Illness or medical appointment of a child (only when the pupil is with the custodial parent)

- For the purposes of attending a naturalization ceremony (only for the pupil's own naturalization ceremony)
- Funeral of immediate family member (may include any relative residing with the pupil) - 1 day: in-state - 3 days: out-of-state and/or country
- Jury duty
- Medical, dental, optometrical, or chiropractic services
- Quarantine - Exclusion from school because student is either the carrier of a contagious disease or not immunized for contagious disease

(Requiring Administrator Approval) For justifiable personal reasons including, not limited to:

- Active military duty in combat zone (immediate family member; maximum 3 days)
- Appearance in court
- Attendance at a funeral service (extended days)
- Attendance at a religious retreat (shall not exceed 4 hours per semester)
- To fulfill employment assignment in the entertainment industry (no more than 5 consecutive days or a maximum of 5 absences per school year)
- Medical exclusion or exemption
- Observance of religious holiday or ceremony or Religious instruction (no more than 4 days per school month)
- Revoked suspension through appeals procedure
- Participation in not-for-profit performing arts organization (maximum 5 per school year)
- Pre-arranged mental health services (Mental Health Day Treatment)
- "Take Your Child to Work Day"

Please note that these are the only reasons that will not trigger a Truancy Letter and other forms of intervention.

Examples of **unexcused** absences, tardies, and truancies are:

- Vacations or trips
- Weather Conditions
- Running errands for family

Make-up Work

Students who are absent, tardy, or truant from school for any of the excused reasons stated under "Legally Excused Absences/Tardies/Truancies," including suspension, shall be allowed to complete all assignments and tests (time allotted will be at teacher's discretion). Upon satisfactory completion, the student shall be given full credit for completed work.

Tardies

A Lower School student who arrives to school after 7:50AM, but before 8:20 AM, is tardy. An Upper School student who arrives to school after 8:00 AM, but before 8:30 AM, is tardy. Tardy students are required to obtain a "Tardy Pass" from the school office before proceeding to the classroom. Tardy students entering the classroom late, without a pass, will be directed to return to the office to check-in and obtain the admission documents in accordance with our attendance procedures.

Truancy

In accordance with California Education Code (E.C. 48260-48263.6), a student who misses 30 or more minutes of the school day without a valid excuse (including absences) is considered truant. A "truancy event" occurs each time a student misses 30 or more minutes of the school day without a valid excuse (please see the section above on

legally excused absences/tardies/truancies). After three truancy events, a student is considered **habitually truant**. Once a student becomes habitually truant, or shows early warning signs of habitual truancy, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school. Please see the section on attendance interventions below.

Chronic Absenteeism

A student who misses 10% or more of school days, **regardless of whether the absences are excused or unexcused, or if the student is suspended**, is considered chronically absent. Chronic absenteeism is linked with poor student performance, low academic engagement, and increased risk of high school dropout. Many families are surprised to learn that **missing just two days of school per month can lead to a student becoming chronically absent!** Over the course of the school year (180 days), a student cannot miss more than 17 total days in order to not be chronically absent. We are committed to partnering with families to prevent chronic absenteeism. When a student becomes, or is at risk of becoming, chronically absent, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school. Please see the section on attendance interventions below.

Attendance Interventions

As part of our efforts to ensure students come to school on-time, everyday, we will utilize the following intervention efforts for students who are, or at risk of becoming, habitually truant or chronically absent. Forms of intervention include, but are not limited to:

- Phone calls home when students are absent or truant,
- Letters home when a student has three or more truancy events ("Truancy Letters"), misses 10% or more of school days ("Chronic Absentee Letters"), or is at risk of either,
- A mandatory meeting between school personnel, the pupil's parent or guardian, and the pupil (when the pupil's attendance is deemed appropriate),
- Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the pupil and his or her parents, guardians, or caregivers,
- Participation in school-based attendance intervention groups to identify challenges in getting to school, motivation at school, goal setting, education about the importance of attendance and academic impacts,
- Referral to school counselor or school counseling intern for case management and counseling,
- A home visit to identify and support family needs and provide connections to community resources with the goal of increasing attendance,
- Referral to and mandatory participation in School Attendance Review Board (SARB),
- Collaboration with child welfare services, law enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health care providers to receive necessary services,
- Grade level retention,
- Referral to Los Angeles City Attorney Truancy Court,
- Referral to the Los Angeles County Office of Education (LACOE) for legal action and possible withdrawal of student from their school of enrollment.

Support outstanding school attendance at home by:

- Making sure your child gets enough sleep and a nutritious breakfast each day
- Helping your child develop a positive attitude toward school and learning and encouraging them to participate in school activities
- Explaining Compulsory Education - by law all students must attend school daily and on time Teaching the benefits of good attendance and consequences of poor attendance
- Creating back-up systems (alternative plans for getting to and from school)

- Creating morning and evening routines
- Posting school calendars, school attendance policy, and schedules in a visible place
- Making your school aware of any issues that may be affecting your child's attendance
- Making sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address
- Notifying school staff if your child suffers from a chronic health condition and how this condition is impacting school attendance

California Assessment of Student Performance and Progress (CAASPP) +

The California Assessment of Student Performance and Progress, or CAASPP is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. The CAASPP assessment system encompasses the following assessments:

- Smarter Balanced Summative Assessments for mathematics and English Language Arts (ELA) in grades three through eight and eleven.
- California Science Test (CAST) for Science in grades five, eight, and ten.
- California Alternate Assessment (CAA) for grades three through eight and eleven students in English Language Arts, mathematics and science.

Following spring 2022 CAASPP testing, individual student score reports will be sent home to parents. Student score reports will include an overall score and a description of the student's achievement level for ELA and mathematics.

Additionally, students will take verified assessments to continue measuring growth and informing instructional practices and interventions. These may include the Measures of Academic Progress (MAP), iReady, or other assessments.

Campus Parent - Parent/Guardian Portal

Infinite Campus is the online attendance and grading tool used by teachers. Parents and families are encouraged to check their child(ren)'s grades and attendance online. There is a phone app named Campus Parent that is available on iPhone and Androids. Parents will receive login information at the beginning of the school year. Please speak to the office team if assistance is needed.

Change of Residence and 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.

Cheating Policy

Any student who is found cheating will face disciplinary action. Any student caught cheating will receive a zero for that assignment.

Child Abuse and Mandated Reporting

Reporting Requirements

Child abuse is any deliberate behavior that is inflicted onto a child from an adult. Examples of child abuse may include, but is 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 local police or Sheriff's Department, or the Department of Children and Family Services within 36 hours. Additionally, the CPA must be contacted immediately or as soon as practical via telephone. Suspected child abuse reports are confidential as to the identity of the employee making such a report and team members are not required to inform families of the 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.

Classroom Placement

Our school places students in heterogeneous classrooms. Classroom placements are determined by the school administration. Families may make requests, and we will do our best to honor requests, but these are not guaranteed.

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, Director of Schools, 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, they may contact KIPP SoCal Public Schools' Chief of Schools. The Chief of Schools will collaborate with the individual raising the concern or complaint to resolve the identified issue. The Chief of Schools 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, they 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 them 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 of Schools 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 of Schools 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.

Culmination

4th Grade Culmination - **Lower School**

It is expected that all 4th grade students participate in the promotion ceremony. If there are concerns regarding the participation of a student in the ceremony, the School Leadership will convene a Student Support and Progress Team (SSPT) meeting to determine participation in the ceremony.

8th Grade Culmination **- Upper School**

It is expected that all 8th grade students participate in the promotion ceremony. If there are concerns regarding the participation of a student in the ceremony, the School Leadership will convene a Student Support and Progress Team (SSPT) meeting to determine participation in the ceremony.

Daily Schedule

Lower School:

Instructional Schedule.

TK-2GR	3GR/4GR
Monday ● 7:25am Breakfast ● 7:50am Breakfast ends ● 7:50am School Begins ● 12:50pm Student Dismissal for TK-2GR	**Monday** ● 7:25am Breakfast ● 7:50am Breakfast ends ● 7:50am School Begins ● 12:50pm Student Dismissal for 3GR/4GR
Tuesday, Wednesday, Thursday, and Friday ● 7:25am Breakfast ● 7:50am Breakfast ends ● 7:50am School Begins ● 3:35pm Student Dismissal	**Tuesday, Wednesday, Thursday, and Friday** ● 7:25am Breakfast ● 7:50am Breakfast ends ● 7:50am School Begins ● 3:35pm Student Dismissal

Office Hours.
The front office will be open to parents during the following times:
Monday
➔ 8:15am- 3:25pm

Tuesday through Friday
➔ 8:15am- 12:50pm

When students are out on break or holiday, office hours will vary. If you need to stop by, please call ahead of time to ensure the office is open.

Upper School:

Office Hours
The front office will be open to parents during the following times:
Monday through Friday
➔ 8:00am - 3:30pm

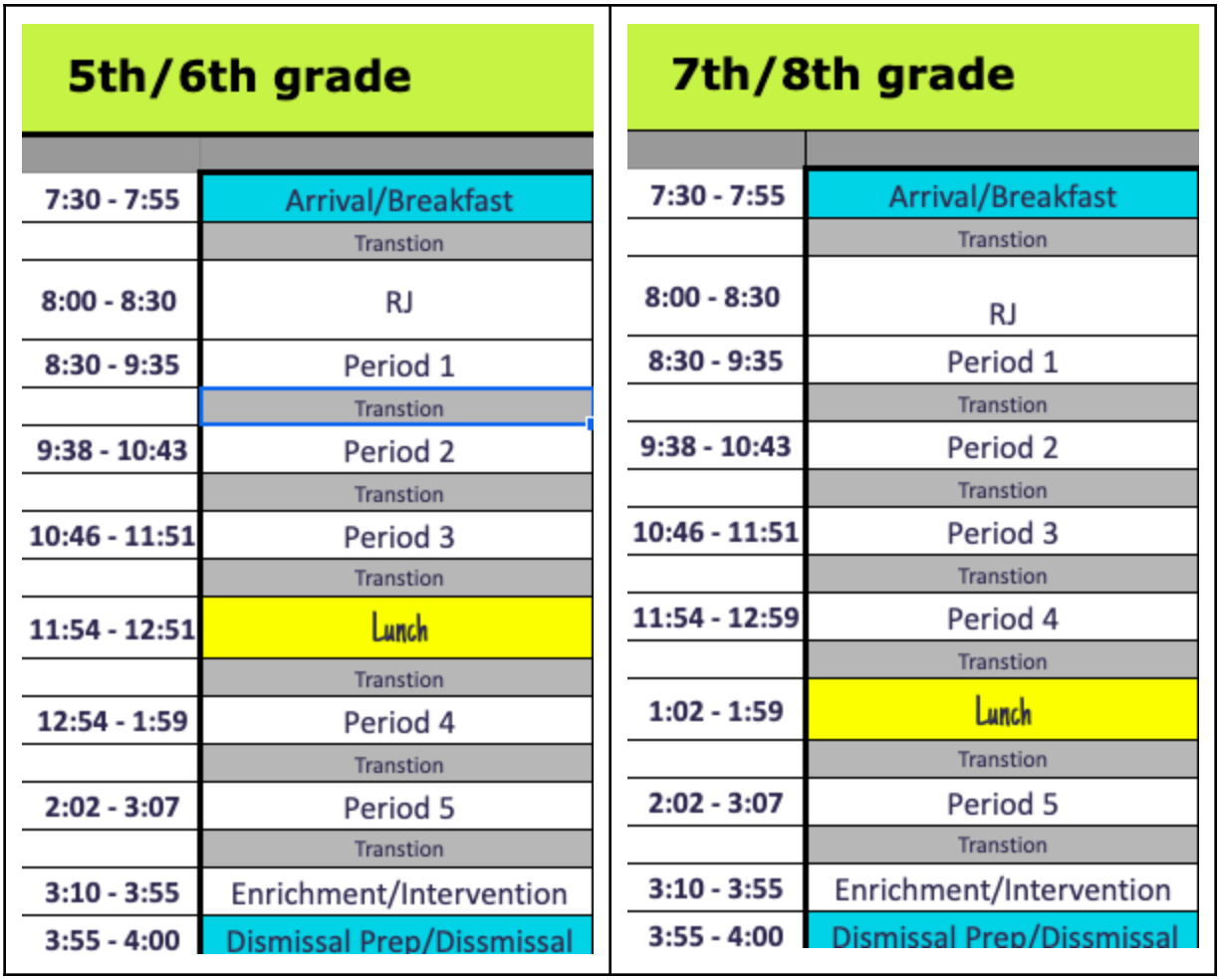
When students are out on break or holiday, office hours will vary. If you need to stop by, please call ahead of time to ensure the office is open.

Monday Daily Schedule:

5th/6th grade	
7:30 - 7:55	Arrival/Breakfast
	Transtion
8:00 - 8:30	RJ
8:30 - 9:10	Period 1
	Transtion
9:13- 9:53	Period 2
	Transtion
9:56-10:36	Period 3
	Transtion
10:39- 11:34	Lunch
	Transtion
11:37- 12:17	Period 4
	Transtion
12:20-1:00	Period 5
1:00	Dismissal

7th/8th grade	
7:30 - 7:55	Arrival/Breakfast
	Transtion
8:00 - 8:30	Health (P.E.)
8:30 - 9:10	Period 1
	Transtion
9:13- 9:53	Period 2
	Transtion
9:56-10:36	Period 3
	Transtion
10:39- 11:19	Period 4
	Transtion
11:22- 12:02	Period 5
	Transtion
12:05-1:00	Lunch
1:00	Dismissal

Tuesday - Friday Daily Schedule:



5th/6th grade	
7:30 - 7:55	Arrival/Breakfast
	Transtion
8:00 - 8:30	RJ
8:30 - 9:35	Period 1
	Transtion
9:38 - 10:43	Period 2
	Transtion
10:46 - 11:51	Period 3
	Transtion
11:54 - 12:51	Lunch
	Transtion
12:54 - 1:59	Period 4
	Transtion
2:02 - 3:07	Period 5
	Transtion
3:10 - 3:55	Enrichment/Intervention
3:55 - 4:00	Dismissal Prep/Dissmissal

7th/8th grade	
7:30 - 7:55	Arrival/Breakfast
	Transtion
8:00 - 8:30	RJ
8:30 - 9:35	Period 1
	Transtion
9:38 - 10:43	Period 2
	Transtion
10:46 - 11:51	Period 3
	Transtion
11:54 - 12:59	Period 4
	Transtion
1:02 - 1:59	Lunch
	Transtion
2:02 - 3:07	Period 5
	Transtion
3:10 - 3:55	Enrichment/Intervention
3:55 - 4:00	Dismissal Prep/Dissmissal

Dress Codes/Uniforms

The goal of KIPP Corazón Academy is to prepare our students for high school, college and the professional world beyond KIPP. Our uniform policy is designed to promote unity, ensure that students are safe and age-appropriately dressed from head to toe, and to limit distractions so the focus is on learning.

Uniform Components.

- Grey uniform pants
- Grey skirt/ no shorter than 2 inches above the knees
- Grey shorts no shorter than 2 inches above the knees
- No jeans like pants/shorts or jeggings.
- Plain brown or black belt (optional)
- Royal blue polo shirt, KIPP Corazón logo optional
- College homeroom shirts or other KIPP SoCal T-Shirts on **Friday only** (optional)
- Solid navy sweatshirt, KIPP Corazón logo optional

- Solid navy cardigan sweater, KIPP Corazón logo optional
- Solid navy outerwear sweater, KIPP Corazón logo optional
- Plain long-sleeve undershirts in the following solid colors: black, white, navy, or gray (optional)
- Appropriate school shoes that do not exceed 2 inches above the ankle. No sandals or opened-toed shoes

Physical Education - Upper School

- Grey T-shirt with student's name on it (KCA logo optional)
- Navy blue athletic shorts with student's name on it (KCA logo optional)
- Grey sweatpants with students' name on it (KCA logo optional)
- Athletic shoes for physical activity (No opened-toed shoes for safety)
- Athletic towel with name on it (optional)
- Transparent water bottle with name on it (optional)

Other Dress Criteria

- Clothing, jewelry, and personal items, such as backpacks and book bags, with language or images that are vulgar, sexually suggestive, discriminatory, obscene, libelous, contain threats, or that promote illegal or violent content such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, are strictly prohibited.
- Clothing, shoes, or accessories that may not be age-appropriate, unsafe, or disruptive during the school day will not be allowed.
- KIPP SoCal Public Schools is not responsible for lost or stolen jewelry, accessories, or other personal items.
- If a student needs assistance with student dress options, please contact the front office.

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 a threat of violence on

campus, students will be sheltered in a locked classroom away from anything that can hurt them. 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 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.

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 an exceptional 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 Assessment 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 core curriculum, enrichment programs, and life-skills curriculum.

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' reclassification policy. Families will be updated annually on their student's progress toward reclassification. For more information please ask our EL coordinator.

Family Engagement

At KIPP SoCal Public Schools, we value and prioritize family engagement. We believe that our school and our families have a shared responsibility for the academic achievement of our students. Families are a source of strength for our schools and communities.

Family Leadership Council.

KIPP Corazón will form a Family Leadership Council (FLC) to involve parents in supporting school operations and realization of our school vision. The FLC exists to first and foremost support the instructional program and school values of the KIPP Corazón. The FLC will meet monthly during the school year. All members of our school community may attend and voting rights are determined by a person's role in our school community. The FLC bylaws will govern the body.

The FLC will post agendas for meetings at least 48 hours in advance as well as publicize meeting times and objectives to the entire school community The FLC President will design FLC agenda. If an FLC meeting is canceled, it is likely due to agendas not being submitted on time.

The Family Leadership Council school staff representative/designee will support the FLC by including information about meetings or next steps in the weekly Family Newsletter. Additionally, the FLC will supply the school with

meeting minutes to be filed in the FLC binder. The FLC binder will be available in the school office for the school community to access.

Family Newsletter.

KIPP Corazón will send home a weekly family newsletter highlighting important information and dates each Monday. Please make sure to read the family newsletter weekly and return any necessary paperwork on Tuesday morning with your child.

Families will be held accountable for all information shared in the Family Newsletter. When calling the front office for information included in the family newsletter, families will be directed back to the family newsletter. There will always be extra weekly family newsletters in the main office for families. The newsletter will also be available on the school's website each week. You can find it at https://www.kippsocal.org/corazon

Family Nights.

KIPP Corazón will host quarterly academic family nights. It is our expectation that families try their best to attend 100% of family nights as outlined in the Commitment to Excellence. We will track your attendance at family nights.

If an emergency occurs in which you are unable to attend a family night, please notify your child's teacher and communicate with them so you may get the information to ensure you're able to support your student.

Virtual Home Visits.

Virtual home visits are meant to establish a strong connection between home and school and begin building a family partnership. Leaders and teachers may conduct home visits at the beginning and throughout the school year.

Parent/Guardian Conferences.

Parent/Guardian conferences will take place two times per year and serve as a time to formally share student progress toward goals with families. We encourage you to seek information about your child's academic progress throughout the school year. Please be advised that our school-wide goals are to have 100% parent and/or guardian participation during parent conferences. If you have scheduling conflicts with the times provided by your child/ren's teacher, please notify the teacher/s and we will work to accommodate your preference

Teacher Cell Phone Hours

Each teacher is available by cell phone and through messaging. Teachers are teaching throughout the day and may be unable to return calls during the school day. Please be sure to limit calls to between 7:00am and 7:00pm. Teachers are expected to respond to all communication within 24 hours.

Family Ambassadors

Family Ambassadors are parent leaders representing each of KIPP SoCal Public Schools's schools. Ambassadors participate in monthly leadership trainings 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 in Sacramento and Washington DC and hosting the annual KIPP SoCal Public Schools Parent Summit every spring. Please see your School Leader to learn the Ambassadors representing your school.

What is the Family Ambassador Program?
The Family Ambassadors Program is composed of KIPP families across KIPP SoCal Public Schools. Our Family Ambassadors will have leadership development opportunities, communication training to learn how to share their story, be equipped with the facts about KIPP SoCal and the broader LA/SD public charter school landscape, and have the opportunity to become civically engaged.

Ambassadors will help organize other families to support efforts that ensure our schools continue to thrive such as: charter renewals, facility hearings, strengthening relationships with community based organizations and supporting civic engagement. Additionally, Ambassadors will collaborate with schools and the Advocacy & Community Engagement team to engage elected officials and community groups on community and school issues that are important to our students. For example, in previous years, families have advocated to create safe school zones routes and organized community clean up around schools.

Why have a Family Ambassador Program?
KIPP SoCal understands the importance of having families and students at the forefront of our community and advocacy work. We believe that families who are well equipped with tools and resources can be the change they wish to see in their communities. This includes connecting KIPP SoCal families and sharing knowledge including:

- Developing meaningful networks to link all current and future KIPP families
- Advocating on behalf of KIPP with local elected officials, and attend hearings as needed
- Empowering families to deepen connections with parent and external stakeholders

School Site Council (SSC) and English Language Advisory Council (ELAC)
Annually, parents have an opportunity to join the school's School Site Council or English Language Advisory Council via election by their peers. Both councils make recommendations to school leadership on programs and services for all students, including English Learner (EL) students.

Field Trips

NOTE for 2021-22: Field trips will resume as soon as Health & Safety conditions permit.

Students will participate in field trips throughout the school year to support and extend learning. Field trips are an important part of our instructional model. Field trips occur during school days, and only enrolled students may attend field trips. Other children or siblings may not attend school-organized field trips.

No child will be transported to or from a field trip in a private vehicle (owned by an employee or volunteer) except in the case of emergency. All students and parent volunteers must travel to and from the field trip destination with the school group to attend the field trip. Parents may NOT meet a class group at a field trip unless given explicit permission by the School Leader and/or in case of an emergency.

Local Field Trips
No child will be permitted to leave the school for a field trip if they do not have written permission. No exceptions will be made. Please sign all permission slips in a timely manner. Teachers will leave your child, under adult supervision, at the school if written permission was not received or if the child is or has recently demonstrated unsafe behavior.

Chaperones
For some field trips, we may ask for adult family members (18 years or older) to be chaperones. Please note that siblings, friends, or relatives are not allowed to attend field trips. Chaperones may be asked to provide verification of tuberculosis testing and/or fingerprinting.

Generally, for each field trip, 2 parents may attend as chaperones, unless specifically noted otherwise. These 2 chaperones are paid for by the school and ride on the bus to and from the field trip location. Parents who would like to be one of the chaperones must return an interest slip by the given due date to the teacher. There will be a raffle to choose the 2 chaperones each field trip. If a parent has already attended a field trip that year, they will not be selected again in the raffle, unless there is not enough parents signed up. If you choose to join your child's class at the field trip, please let the teacher know. Please note, all students must ride the bus to and from the event, even if the parent/guardian attends the field trip.

Chaperones must exemplify the values while on a field trip and expect the same from students. If students are not exemplifying values (even minor issues), chaperones must call their lead teacher for immediate assistance. Chaperones must abide by the Chaperone Agreement signed prior to the field trip. If chaperones do not meet expectations, they may not be invited to chaperone again during the academic school year.

Food Services

School Meals Offered

Meals served 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 participating in the school meal program are offered all of the components of a healthy and filling meal. To decrease waste and increase student choice, students are not required to take every item offered, however, they must take at least three items, one of which must be a fruit or a vegetable.

Free and Reduced-price Meal Applications

In an effort to ensure all families have access to the resources available to them, we ask all families to submit an application for Free or Reduced-price meals. Families are highly encouraged to submit the application to the office but are not required to do so. Families who do not have an application on file or who do not meet the income guidelines set by the Federal government will be charged full price for meals. Income guidelines change from year to year and are provided in the Letter to Households given to families with their meal application.

Meal Pricing

Meal prices are based on school meal costs and Federal school meal reimbursement rates which are set on an annual basis. Pricing of student meals will be provided to families in the annual Letter to Households sent home with the meal application at the start of the school year. Each student is set up with a school meal account upon enrollment. Parents are asked to pre-pay for their child's meals before they are consumed, however, no student will be denied a meal if they do not have funds in their school meal account. Deposits into a student's meal account can be made with cash or check in the office or with a debit/credit card online at https://family.titank12.com/.

Meal Charge Policy

The goal of the School Nutrition Program is to provide students with healthy meals each day regardless of their ability to pay ahead for their meals. However, unpaid meal account balances place a large financial burden on our schools. The office will send home invoices to families whose student has a negative account balance on a biweekly basis. Students must have a zero balance by the last day of the school year. Student accounts that are consistently negative without a family's attempt to pay down the balance will incur stronger attempts to collect money owed and may result in the parents/guardian being denied participation in non-instructional events that cost the school an additional amount of money for participation. The full meal charge policy is available in the office.

Wellness Policy

KIPP SoCal Public Schools is committed to the optimal development of every student. We believe that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level and in every setting, throughout the school year. Families are encouraged to participate in the school's Wellness Committee to address the health and wellness needs of the students, families, and staff of the school. The KIPP SoCal Public Schools Wellness Policy can be found on the KIPP SoCal webpage at the following address:
https://www.kippsocal.org/comienza/family-resources

Student Lunches From Home

Students bringing lunches from home must have a complete meal. If you choose to send lunch with your child, we encourage the consumption of healthy foods. Students are not allowed to eat chips, candy, or unhealthy snack foods such as Twinkies or other snack cakes. We highly discourage parents from sending Lunchables to school for their child's lunch as they are not a healthy and balanced meal. Suggestions for a healthy lunch include a sandwich, fruit or vegetables, and whole wheat crackers. Water is suggested for students to bring as a drink for lunch. If students bring juice they are suggested to be 100% natural juice without added sugar.

Student Snacks From Home

In order to promote a healthy learning environment, if you choose to send a snack with your child in addition to the food served at the school, we encourage the consumption of healthy snacks on campus. Students may bring fruit, vegetables, or single servings of crackers. Students are not allowed to bring soda, gum, chips, or any type of candy unless directed by his or her teacher. If a student brings any of these items, the student will be asked to put them away and will not be allowed to consume them on campus.

Food Allergy Sensitive School

Due to the potentially life-threatening nature of food allergies, schools may put in place strict rules regarding foods and beverages not allowed on campus. **All schools are PEANUT-SENSITIVE and no peanuts or peanut products are allowed on campus at any time**. This includes peanuts, peanut butter, or any other product that contains peanuts or peanut oils. **In addition, KIPP Corazón Lower and Upper School are a nut -sensitive school for ALL nuts.** Students bringing items containing peanut products on campus will have the food confiscated to protect the health of students with severe peanut allergies. If students on campus have other life-threatening food allergies, other foods may be restricted at any time the school becomes aware. Documentation from the student's doctor is required for the school to put any restrictions in place. Also, please note that we do not permit students to share food in order to protect students with food allergies and intolerances. Please keep this information in mind for classroom parties and celebrations.

Food Service Civil Rights Complaints

KIPP SoCal Public Schools is committed to serving students and families equally. As a provider receiving funds from the Federal government, the protected classes covered under the Child Nutrition Program are race, color, national origin, sex, age, and disability. If you believe that you or your child have been discriminated against due to your belonging to one of these protected classes, please reach out to an administrator to resolve the issue. If you believe you need to file a formal complaint, the office of your child's school can provide you with the School Nutrition Program complaint procedures forms and information.

This institution is an equal opportunity provider.

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.

Grading Policy and Report Cards

Report Cards

The school year is broken into four (4) grading periods. At the end of each marking period, students will receive grades in all core academic classes.

Progress Reports

The school will distribute two progress reports during Quarters 1 & 3 which provide information on how students are performing on specific academic standards and assessments. If a student is in danger of failing a class or subject the teacher or parent may request a Student Success and Progress Team (SSPT) Meeting. Families will be given notice of upcoming SSPT meetings at least a week in advance. When families are unable to attend the meeting the school will attempt to reschedule, if family is still unable to attend the meeting will still take place and notes from the meeting will be mailed home. Families will also have the option to schedule virtual meetings.

Parent/Guardian Conferences

Formal Parent/Guardian Conferences happen two times per year: Quarter 1 and Quarter 3. Families may request a meeting with your child's teacher to discuss progress at any point during the year. Families will also have the option to schedule virtual meetings.

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 year 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 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 disease 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 medications (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 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 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 their 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).
CHYA requires schools to provide students with integrated, comprehensive, accurate, and **inclusive** comprehensive sexual health education and HIV prevention education, **at least once in middle school** and once in high school for grades 7-12. KIPP SoCal provides sexual health education as a part of our 7th grade science curriculum.

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.
    - It is not required for schools to ask permission to teach or discuss these topics, it is part of the California curriculum through the FAIR Act (Fair, Accurate, Inclusive, and Respectful, Senate Bill 48) and the CHYA law.
3. Sexual Health Education Requirements for Middle School:
    - 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.
    - Parents/guardians may remove their student from the instruction by submitting an opt-out request in writing directly to the school. Student will only be excused from the lessons once the parent or guardian receives written confirmation from the school.
    - 7th and/or 8th grade science teachers are trained in partnership with LACOE and KIPP SoCal Public Schools school counselors to provide a series of lessons on the topics listed below.
    - 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 or 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.

Parents/guardians can opt students out of any individual lesson except for lesson 3 regarding Identities. Parents/guardians have 3 options:

1) Participate in the entire curriculum
2) Participate in none of the curriculum
3) Participate in most of the curriculum, including lesson 3, while opting out of any lesson other than lesson 3.

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 USC and other social work graduate programs in Los Angeles San Diego. Services and supports are free of charge and are provided to all students based on need and availability regardless of insurance or 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 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 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 grades K-8 in regards to 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 of Schools 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's 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 team members 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 grades 7-8, 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 Public Schools'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 Director of Mental Health for team members 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 Public Schools 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, which will be age appropriate and delivered and discussed in a manner that is sensitive to needs of young students, 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, they shall promptly notify the Administrative 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 Manager or 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 Administrative Designee will call the ACCESS hotline in Los Angeles County or PERT for San Diego County 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 of Schools,r and 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 Public Schools 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 must hold a re-entry meeting with key support team members, administrative designee, parents/guardians, and 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 SoCalRelease 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 students with disabilities 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:

- Adding or revising a Behavior Support Plan
- Review most recent School Psychology report
- An Assessment Plan to add DIS Counseling OR
- Revising goals for DIS Counseling and reviewing minutes
- An Assessment Plan to assess for Educationally Related Intensive Counseling Services, if DIS Counseling (ERICS or ERMHS)) has not been effective
- 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 Public Schools School Crisis Response Handbook.

After consultation with Chief of Schools and/or 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 family's permission.

2. Notify their KIPP SoCal Director of Schools.

3. Mobilize School Crisis Response
    a. Follow KIPP SoCal Public Schools 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 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, Director of Schools, 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.

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 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 facility 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 they are 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 their student's 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 needed. Unaccompanied youth have these same rights.

Homework

The most important homework for students to complete each night is reading. Other developmentally appropriate assignments may be assigned by teachers and should be submitted by the given deadlines. If you or your child needs help completing the homework each night, please contact your child's teacher.

Lower School

Homework assignments will include components of reading and math daily through a homework packet or blended learning. Time required for homework will not exceed 2 hours per night, including reading.

Middle School

Homework will increase in length and intensity as students progress through the middle grades. Time required for homework will not exceed 2 hours per night, including reading.

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 Public Schools 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 Public Schools 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 Public Schools 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 Public Schools 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 Public Schools 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 Public Schools 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 SoCal shall 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 Schools Registered 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 Public Schools staff shall notify Cesely Westmoreland, KIPP SoCal Public Schools 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 staff 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 their 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 Public Schools 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 Public Schools staff shall inform the agent that they cannot consent to any request without first consulting with the KIPP SoCal Public Schools 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 Public Schools 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 Public Schools staff shall inform the KIPP SoCal Public Schools 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 team members should not consent to access by an Immigration-enforcement officer, except as described above, they 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 team members who communicated with the officer;
    - Details of the officer's request;
    - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - KIPP SoCal team members'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 members 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.

Internet Access

The Internet and other online resources are provided by KIPP SoCal Public Schools Schools to support instructional programs and appropriate student learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited to the school setting. For this reason, KIPP SoCal Public Schools Schools will make every reasonable effort to ensure that the resources are used responsibly, and require that every student and parent sign the Acceptable Internet Use Agreements before Internet access is granted.

KIPP Through College

KIPP SoCal Public Schools's KIPP Through College (KTC) program is designed to support students and alumni through college, career and beyond. Through advising, workshops for parents and students, high school and college visits, and direct application assistance, our regional team seeks to provide KIPPsters quality enrichment and educational opportunities. Beginning in 7th grade, the High School Placement and Transition team works intensively with families as they explore high school options, apply to high schools, and enroll at a quality high school. Students who culminate from a KIPP SoCal Public Schools' middle school, regardless of the high school they attend, are offered college and career advising, scholarship opportunities, access to college tours, and hands-on college application support from KTC's alumni support. KTC's support of students continues until college

completion, fulfilling the promise made to families by providing advising and career exploration opportunities to college-aged alumni.

LGBTQ+ Youth and OUT for Safe Schools™

At KIPP SoCal, we're committed to having all students and families feel welcomed and seen across each of our school campuses and free from discrimination, bullying, and harassment. We want to make an unequivocal stand in support of all of our KIPPsters, team members, and families who identify as part of the LGBTQ+ community and their right to express their true selves. Additionally, State laws and KIPP policy require that all schools promote welcoming and safe environments through mutual respect, kindness, tolerance, and acceptance among team members and students.

As public schools, we are required by the The FAIR Education Act (also known as Senate Bill 48), signed into law in 2011 to provide Fair, Accurate, Inclusive and Respectful representations of our diverse ethnic and cultural population in the K-12 grade history and social studies curriculum - this includes the contributions of LGBTQ people (§ 51204.5).

All KIPP teachers are trained by the Director of Mental Health & Support Services, in partnership with the LA LGBT Center, on ways to support LGBTQ youth and include LGBTQ voices and perspectives within their lessons and classrooms.

Supporting Gender Identity

In CA and here at KIPP SoCal, students have the right to request that their school use the name and gender pronouns that honor their identity at school and on all unofficial school documents — including name tags, school emails, student IDs, yearbooks, virtual learning profiles, etc. — without requiring parent or guardian permission, or legal or medical documentation.

Students are entitled to use a facility consistent with their gender identity and cannot be required to use an alternative arrangement. Alternative arrangements should be used only at the request of a student and in a manner that keeps the student's transgender status confidential.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate consistent with their gender identity.

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. 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. 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.

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 is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. 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 a group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by KIPP SoCal. Harassment is intimidation or abusive behavior toward a student or team member that creates a hostile environment and can result in disciplinary action against the offending student or team member. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

KIPP SoCal prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. Students and team members do not need to be afraid of trying to correct a situation by speaking to a school administrator, supervisor, counselor, or trusted adult at school, or filing a complaint. Students and team members who believe they are being discriminated against have the right to take action. Students and team members are encouraged whenever possible to try to resolve their complaints directly at the school site or Student Support and Progress Team (SSPT).

If you believe you or your student have been subjected to discrimination, harassment, intimidation, or bullying, you should contact the School Leader at your student's school and/or KIPP SoCal Public Schools' compliance officer:

Cesely Westmoreland,
3601 E First St, Los Angeles, CA 90063
(213) 489-4461
cwestmoreland@kippsocal.org

Notification of Rights under 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 Public Schools 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 Public Schools 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 Public Schools Public Schools 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 Public Schools 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 Public Schools 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.

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 parent, guardian or student 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 district-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 they do 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 SoCal requires 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 Public Schools'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 this not otherwise subject to release, KIPP SoCal Public Schools 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

Parents/Guardians' 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.

ParentSquare School Messenger

KIPP SoCal Public Schools uses a region wide notification system called Parent Square School Messenger to communicate with parents and staff , regarding school news and events, emergency situations, attendance, school events and other important information impacting you and your child. Parent Square School Messenger allows us to send written and voice voice messages via phone, text, email and the Parent Square app.to your phone, family's home, work or cell phones, and also contact you through text messaging. Parents and guardians are responsible for the cost of text messages if selected as a means of communication. We are able to reach everyone in the region within minutes based on School Messenger's capabilities which improves school and region wide communication with parents and employees. Keeping parents more informed and involved leads to higher student achievement and student safety. Please help us by ensuring that you update the main office with your current contact information.

Pesticides

The Healthy Schools Act of 2000 requires all California School Districts to notify parents and guardians of pesticides they expect to apply during the year. Depending on pest activity, we may utilize the following pesticide products in and around your school.

Name of pesticide	Active Ingredient
Termidor SC	Fipronil
Tim-bor® Professional	Disodium octaborate tetrahydrate
PremiseFoam	Imidacloprid/Isobutane
Any other emergency use pesticides	

I would like to be notified every time a pesticide application is taking place at school, please complete this form https://tinyurl.com/kippscpesticide annually. (Exception: Emergency circumstances that warrant an immediate response).

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at http://www.cdpr.ca.gov.

Physical Fitness Test

State law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity. The complete FITNESSGRAM test battery measures student performance in the following areas:

1. aerobic capacity
2. body composition
3. muscular strength, endurance and flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education (P.E.) program throughout the year. Students are tested between February and May. Parents should see that their children participate in a regular program of physical activity and nutrition.

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 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.

Restroom

The hand signal for a student who needs to use the restroom will be the classroom sign for the restroom (crossing fingers and waving them). Children can go to the restroom at the teacher's discretion whenever necessary throughout the day with a hall pass (e-hall pass for Upper School). We ask parents to notify the school if their child has unique needs regarding use of the restroom. Students are expected to show the school values when in the restroom and when traveling to and from the restroom.

Students are expected to use good judgment when asking to use the restroom. Students should not ask to go to the restroom before school, during transitions, right before or after lunch, or during the first or last ten minutes of class.

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. Additionally, a hard copy of the Safe School Plan can be obtained in the main office.

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

School Calendar

The school provides a school calendar at the beginning of each school year. The calendar contains the first and last days of school, holidays, pupil free days and early dismissals throughout the year. request at the school site and also on the school's website.

School Experience Survey for Parents and Students

KIPP SoCal Public Schools surveys parents and guardians annually to assess the family and student's school experience. Research shows that family involvement in school helps students earn higher grades, improve social skills, and graduate. It also serves to increase attendance and reduce attrition. The goal of the survey is to provide School Leaders and Regional Leaders actionable data to drive improvements in family engagement. A parent or guardian for students in all grades should take the survey.

Students in grades 3-8 will take an annual survey on school culture and climate. The survey will include questions pertaining to the student perception of school safety, student supports and quality of the instructional program.

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 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

<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 them 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.

Student Cell Phones

Lower School:
Electronics such as video games, radios, iPods, iPads, CD players, cell phones, eReaders, smartwatches, etc. are not allowed at school. If a child uses an unapproved electronic device at school, the device will be confiscated and turned in to the office. The student's parent may come to the office and sign out the device from a member of the administrative team.

Upper School:
All cell phones or electronic devices (such as handheld games, music devices, iPods, cell phones, etc.) must be turned off while students are on campus, including before and after school and at school dances. We will be collecting cell phones during homeroom each morning and returning them at the end of the day during intervention/enrichment. If your child does not turn in their cell phone and is caught using any of the devices, or if the device goes on while on school campus, the electronic device will be confiscated as follows:

- First Incident: Cell phone/Electronic device will be confiscated and must be picked up from the main office by the parent/guardian after school.

- Second Incident: Cell phone/Electronic device will be confiscated for a week and must be picked up from the main office by the parent/guardian at the end of the week.
- Third Incident: Cell Phone/ Electronic device will be confiscated and must be picked up from the main office by the parent/guardian. A mandatory meeting will be held with the admin team and parent/guardian to discuss the next steps to prevent phone usage at school.

Student Materials

KIPP SoCal Public Schools schools will provide all basic, necessary school supplies for grades TK-8 such as pencils, paper, crayons, markers, books or digital materials.

Lost and/or damaged books and school property (ex: desks, computers, etc.) will be required to be replaced.
We recommend that you have the following supplies at home:

- Child-Safe Scissors
- Pencils (a lot of these!)
- Large eraser
- Glue sticks
- 1 bottle Elmer's glue
- Crayons
- Washable markers
- Reading books
- Paper (for writing and drawing)

Please reach out to the School Leadership Team or Office for assistance in obtaining supplies.

Middle School Agendas

Students will receive a daily planner agenda at the beginning of each school year and must be used everyday. Families will need to purchase a replacement agenda.

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, they 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, they 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 Support and Progress Team (SSPT)

Students are referred to the Student Support and Progress Team if a teacher, team of teachers or parent feels the need to develop an intervention plan for specifically identified needs related to a student's academics or behavior. The team will be comprised of the teacher(s), an administrator, other necessary support staff, the family 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 academic or behavioral need of the student.

Student/School Code of Conduct

Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. Every student, preschool through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

School Behavior Expectations - Lower School

1. Be Safe
2. Be a Leader
3. Build Community

School Behavior Expectations-Upper School

4. Be Safe
5. Be Responsible
6. Be Respectful

Positive Behavior System

- **Teaching, rewarding and reinforcing of behavior expectations:**
- For Minor Incidents not meeting behavior expectations, students will have the opportunity to have a restorative conversation and reflect.
- For Major Behavior Incidents that violate California Education Code, students will be referred to school administration. A decision regarding disciplinary action will be made based on the specific conduct and the offense. If appropriate, the child will be sent home with the discipline referral form. Please review, sign, and send back this form the following day.

School Rewards/Awards

- Value Awards
- Content Awards (Upper School)
- Honor Roll, Principal's Honor Roll (Upper School)

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 they are 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, their 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' Personal Property

Personal items of value (toys, phones, iPads, smart watches, jewelry, cameras, electronic games and computers, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. KIPP SoCal Public Schools is not responsible for lost or stolen items.

E-Readers

Students may use electronic readers (Kindle, Fire, etc.) at school with permission granted from school leadership. KIPP SoCal Public Schools is not responsible for lost or stolen electronic reader devices.

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 student 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.

Suspensions and Expulsions

Students will be subject to discipline for misconduct occurring a) on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or returning from a school-sponsored activity according to enumerated offenses listed in the California Code of Education. Statutory grounds for suspension and expulsion are on file in the front office of the school.

Transportation

Cars

- Students who are dropped off by car must follow public safety rules regarding street parking or valet

Bikes/Skateboards

- Students may arrive to school on their skateboard or bike, as long as it is age appropriate and parents/guardians approvedStudents must follow safety protocols and will lose privilege if they do not abideStudents must park their skateboard or bike in the approved location

Public Transportation

- If a family qualifies for support with transportation under the McKinney-Vento act (homeless and foster youth), please contact your school's main office for more information on how to receive those supports (e.g. carpooling, bus cards, etc.)

Uniform Complaint Procedures Annual Notice

KIPP SoCal Public Schools ("Charter School") shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. The Charter School is the local agency primarily responsible for compliance with applicable 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. The Charter School shall investigate and seek to resolve, in accordance with the Charter's School's Uniform Complaint Procedures ("UCP"), complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, 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 noncompliance with state and federal laws and regulations governing the following programs and activities (subject to the UCP) including but not limited to:
    a. Accommodations for Pregnant and Parenting Pupils
    b. Adult Education
    c. After School Education and Safety
    d. Agricultural Career Technical Education
    e. Career Technical and Technical Education and Career Technical and Technical Training Programs
    f. Child Care and Development Programs
    g. Compensatory Education
    h. Consolidated Categorical Aid Programs

i. Course Periods without Educational Content
j. Discrimination, harassment, including but not limited to, sexual harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) section 200 and 220 and Section 11135 of the California Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the California Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
k. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.
l. Every Student Succeeds Act
m. Local Control and Accountability Plans ("LCAP")
n. Migrant Education
o. Physical Education Instructional Minutes
p. Pupil Fees
q. Reasonable Accommodations to a Lactating Pupil
r. Regional Occupational Centers and Programs
s. School Plans for Student Achievement
t. School Safety Plans
u. Schoolsite Councils
v. State Preschool
w. State Preschool Health and Safety Issues in Local Educational Agencies ("LEA") as Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

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 may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. A pupil fees complaint may be filed with the principal/school leader of a school or KIPP SoCal Public Schools Registered In-House Counsel or designee.

e. 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 (1) year prior to the filing of the complaint.

f. 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 of Local Control and Accountability Plans ("LCAP")

   a. A LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

   b. For LCAP complaints, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the Charter School.

5. 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.

6. 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 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 and protects against 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 Officer

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 its students, employees, 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 or mode of communication of the recipient of the notice.

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:

1. A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, including but not limited to sexual harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP:
    a. Accommodations for Pregnant and Parenting Pupils
    b. Adult Education
    c. After School Education and Safety
    d. Agricultural Career Technical Education
    e. Career Technical and Technical Education and Career Technical and Technical Training Programs
    f. Child Care and Development Programs
    g. Compensatory Education
    h. Consolidated Categorical Aid Programs
    i. Course Periods without Educational Content

j. Discrimination, harassment, including but not limited to, sexual harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) section 200 and 220 and Section 11135 of the California Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the California Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
k. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.
l. Every Student Succeeds Act
m. Local Control and Accountability Plans ("LCAP")
n. Migrant Education
o. Physical Education Instructional Minutes
p. Pupil Fees
q. Reasonable Accommodations to a Lactating Pupil
r. Regional Occupational Centers and Programs
s. School Plans for Student Achievement
t. School Safety Plans
u. Schoolsite Councils
v. State Preschool
w. State Preschool Health and Safety Issues in Local Educational Agencies ("LEA") as Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate;

2. A statement that a pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint;
3. 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;
4. A statement that a UCP complaint shall be filed no later than one (1) year from the date the alleged violation occurred, except for complaints of unlawful discrimination, harassment including but not limited to sexual harassment, intimidation, or bullying, which must be filed within six (6) months of the date of the alleged violation;
5. A statement that the Charter School shall post a standardized notice with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (EC sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2). The notice shall include complaint process information, as applicable;
6. A statement identifying the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known.
7. A statement that the complainant has a right to appeal the Charter School's Investigation Report to the California Department of Education ("CDE") of complaints regarding programs within the scope of UCP;
8. A statement advising the complainant of the right to pursue any civil law remedies that may be available, including, but not limited to, injunctions, restraining orders, or other remedies or orders 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 appeal pursuant to Education Code § 262.3;

9. A statement that copies of the Charter School complaint procedures shall be available free of charge;
10. A statement that the Charter School complaint procedures is available on the Charter School's website.

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 the Investigation Report has been completed.

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 they 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 them in the filing of the complaint.

The signature on a complaint may be handwritten, typed (including in an email) or electronically-generated.

A complaint filed on behalf of an individual may only be filed by that student or that student's duly authorized representative.

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 their 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 their representative to repeat the complaint orally.

The complainant and/or their 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 their failure or refusal to cooperate in the investigation or their 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 to 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 copy of the Investigation Report, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 5: Final Written Investigation Report

The Charter School's Investigation Report shall be in writing and sent to the complainant. The Charter School's Investigation Report shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Investigation Report shall include:

1. The findings of fact based on evidence gathered;
2. A conclusion that provides a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law, final disposition of the complaint, and rationale for such disposition.
3. Corrective actions if the Charter School finds merit in a complaint:
    a. Pertaining to complaints of Pupil Fees, LCAP, Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians;
    b. For all other complaints within the scope of the Uniform Complaint Procedures, the remedy shall go to the affected pupil;

c. With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one (1) year prior to filing of the complaint;

4. Notice of the complainant's right to appeal the Charter School's Investigation Report for a UCP complaint to the CDE.
5. The procedures to be followed for initiating an appeal to the CDE.
6. 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.
7. 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 Investigation Report 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 Investigation Report for a UCP complaint, the complainant may appeal in writing to the CDE within thirty (30) days of the Charter School's Investigation Report. When appealing to the CDE, the complainant must specify the basis for the appeal of the Investigation Report 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 Investigation Report.

In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. The Charter School failed to follow its complaint procedures, and/or
2. The Charter School Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
3. The material findings of fact in the Charter School Investigation Report are not supported by substantial evidence, and/or
4. The legal conclusion in the Charter School Investigation Report is inconsistent with the law, and/or
5. In a case in which the Charter School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) copy of the locally filed complaint; and (2) a copy of the Charter School Investigation Report.

The appeal should be sent to:
California Department of Education
1430 N Street
Sacramento, CA 95814
http://www.cde.ca.gov/re/cp/uc

Within ten (10) days of being notified that the complainant has appealed the Charter School's Investigation Report, 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 Investigation Report
3. 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.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. 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.

If the CDE finds merit in an appeal, it must issue corrective actions as appropriate and including a remedy to the affected pupil, or in the case of complaints involving pupil fees, courses of study, instructional minutes for physical education and local control and accountability plans, a remedy to all affected pupils, parents and guardians.

The CDE must issue an appeal decision within sixty (60) days, unless extended by written agreement with the Appellant, or the CDE documents exceptional circumstances and informs the Appellant, or the CDE receives notice that the matter has been resolved at the local level, or the CDE receives notice that the matter has been judicially decided.

Reconsideration of an Appeal

Within thirty (30) days of the date of the CDE's appeal decision, either party may request reconsideration.

On reconsideration, the CDE will not consider new information unless it was unknown during the appeal and could not have become known with due diligence.

The CDE must act on the reconsideration request within sixty (60) days. During the reconsideration period, the CDE appeal decision remains in effect and enforceable, unless stayed by a court.

Direct State Intervention

The CDE may at its discretion directly intervene without waiting for the Charter School's investigation in certain enumerated situations.

When CDE declines direct intervention in an anonymous complaint, the CDE will not forward the complaint to the Charter School without the complainant's permission.

When the CDE directly intervenes, the CDE must issue a Department Investigation Report within sixty (60) days, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant, or the matter has been resolved at the local level or judicially decided.

Reconsideration of a Direct Intervention

Within thirty (30) days of the date of the CDE's Investigation Report, either party may request reconsideration.

On reconsideration, the CDE will not consider new information unless it was unknown during the investigation and could not have become known with due diligence.

The CDE must act on the reconsideration request within sixty (60) days. During the reconsideration period, the CDE Investigation Report remains in effect and enforceable, unless stayed by a court.

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 their right to file a complaint in accordance with 5 CCR 4622.

KIPP SoCal PUBLIC SCHOOLS

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation:

_____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Accommodations for Pregnant and Parenting Pupils
- ☐ After School Education and Safety
- ☐ Every Student Succeeds Act
- ☐ Local Control and Accountability Plans (LCAP)
- ☐ Reasonable Accommodations to a Lactating Pupil
- ☐ School Plans for Student

☐ Compensatory Education

☐ Consolidated Categorical Aid Programs

☐ Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district

☐ Local Control Funding Formula

☐ Physical Education Instructional Minutes

☐ Pupil Fees

Achievement

☐ School Safety Plans

☐ Schoolsite Councils

For allegation(s) of unlawful discrimination, harassment, including but not limited to, sexual harassment, intimidation, or bullying please check the basis of the unlawful discrimination, harassment, including but not limited to sexual harassment, intimidation, or bullying described in your complaint, if applicable:

☐ Age

☐ Ancestry

☐ Color

☐ Disability (Mental or Physical)

☐ Ethnic Group Identification

☐ Gender / Gender Expression / Gender Identity

☐ Genetic Information

☐ Immigration Status

☐ Marital Status

☐ Medical Information

☐ National Origin

☐ Parental Status

☐ Pregnancy Status

☐ Race or Ethnicity

☐ Religion

☐ Sex (Actual or Perceived)

☐ Sexual Orientation (Actual or Perceived)

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature:_____ Date: _____

Mail complaint and any relevant documents to:

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

Visitors to School Campuses

NOTE for 2021-22: On campus visitors will resume as soon as Health & Safety conditions permit

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 their name, address, occupation, age (if under 21), their 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 they have 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 they re-enters the school without following the posted requirements they will be guilty of a misdemeanor.

6. Any visitor who is denied registration or has their 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, they 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 such visitor which would prohibit them from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.

Volunteer Policy

NOTE for 2021-22: On campus volunteers will resume as soon as Health & Safety conditions permit.

At KIPP Corazón Academy 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.

School Directory

KIPP Corazón Academy - Lower School
9325 Long Beach Blvd.
South Gate, CA 90280

Office Phone: 323.457.5051
Office Fax: 323.457.5052

KIPP Corazón Academy Lower School Directory

Leadership Team				
Leadership Team	School Leader	Colleen Kennedy	ckennedy@kippsocal.org	323.371.1290
Leadership Team	Assistant School Leader	Mariella Magaña	mmagana@kippsocal.org	323.605.4251
Leadership Team	Assistant School Leader	Michelle Cornejo	mcornejo@kippsocal.org	323.695.9268
Leadership Team	School Business Operations Manager	Reco Sanders, Jr.	rsanders@kippsocal.org	323.313.3505
Operations				
Operations	Registrar	Carolina Hernandez	cahernandez@kippsocal.org	323.427.9561
Operations	Operations Coordinator	Maria Rodriguez	marrodriguez@kippsocal.org	323.240.6312
Operations	Receptionist	Evelyn Munoz	emunoz@kippsocal.org	323.204.2411
Instructional Staff				
Kindergarten	Cal - Teacher	Janette Ramirez	jaramirez@kippsocal.org	323-405-4228
Kindergarten	Cal - IA	Crystal Salas	csalas@kippsocal.org	213.424.5655
Kindergarten	Oregon - IA	Maria Santana	mcawthorn@kippsocal.org	(818)585-3722

Kindergarten	UCLA - Teacher	Valerie Araujo	varaujo@kippsocal.org	323.849.0251
Kindergarten	UCLA - IA	Diana Hernandez	dihernandez@kippsocal.org	323.392.2354
Kindergarten	USC - Teacher	Abigail Rodriguez	abrodriguez@kippsocal.org	213. 604. 6876
Kindergarten	USC - IA	Karen Roman	kroman@kippsocal.org	323.695.9705
First Grade	Dartmouth	Guadalupe Perez	gperez@kippsocal.org	805-717-1308
First Grade	Harvard	Ha'ale Kaiser	hkaiser@kippsocal.org	323-380-8849
First Grade	Harvard - Resident	Monique Fregoso	mfregoso-resident21@kippsocal.org	657-215-5608
First Grade	Princeton	Tiffany Harris	tiharris@kippsocal.org	213.604.7594
First Grade	Yale	Ashley Martinez	ashmartinez@kippsocal.org	323.489.4460
Second Grade	Howard	Paul Ruvalcaba-Torres	pruvalcaba@kippsocal.org	562-253-3416
Second Grade	CSULB	Jennifer Lee	jenlee@kippsocal.org	917.783.2548
Second Grade	University of Houston	Araceli Robles	arobles@kippsocal.org	323.351.6350
Second Grade	University of Houston - Resident	Precious Goodwater	pgoodwater-resident21@kippsocal.org	424.265.4977
Second Grade	Cal Poly Pomona	Lorena Velasquez	lvelasquez@kippsocal.org	323.807.9554
Third Grade	UC Davis	Hannah Lee	hlee@kippsocal.org	323.487.3687
Third Grade	Wellesley	Mallorie Eckley	meckley@kippsocal.org	323.301.3044
Third Grade	LMU	Leah Ruiz	lruiz@kippsocal.org	323.430.3402
Third Grade	Morehouse	Felipe Peres	fperes@kippsocal.org	323.482.2478
Fourth Grade	CSUN	Cecily Mae Garcia	cegarcia@kippsocal.org	213.408.5982
Fourth Grade	Memphis [On Leave]	Dariela Barragan Lopez	dalopez@kippsocal.org	323-351-4993
Fourth Grade	Memphis [Covering Leave]	Isabelle Alvarez	ialvarez@kippsocal.org	213.408.9035

Fourth Grade	MSU	Lina Cabrera	lcabrera@kippsocal.org	213-552-0264
Fourth Grade	UCI	Stephanie Rivera-Orellana	srivera@kippsocal.org	213-434-6850
Electives	Spanish	Elizabeth De Loza	edeloza@kippsocal.org	323-803-9016
Electives	Art	Sarah Jennifer Flores	sflores@kippsocal.org	323-351-7960
Electives	PE	Kiera Lewis	kilewis@kippsocal.org	323.351.3816
Electives	Science	Alexis Moore	amoore@kippsocal.org	323.807.8653
Electives	Dance	Imani Shabazz	ishabazz@kippsocal.org	833-697-6646
Special Ed.	Regional Case Manager	Meaghan Raymond	mraymond@kippsocal.org	323.480.1661
Special Ed.	RSP Teacher	M'Kenzie Flakes	mkenzieflakes@kippsocal.org	323-485-4886
Special Ed.	RSP Teacher	Andrea Salamat	asalamat@kippsocal.org	909.203.9000
Special Ed.	RSP Teacher	Itzel Granillo [On Leave]	igranillo@kippsocal.org	323.627.0186
Special Ed.	SPED Aide	Phonecia Collins	pcollins@kippsocal.org	323-516-2980
Special Ed.	SPED Aide	Yulissa Ramos	yuramos@kippsocal.org	310-736-5637
Student Serv.	Speech	Antonio Trinidad	atrinidad@kippsocal.org	772-818-2485
Student Serv.	Counseling	Dayana Alezano	dalezano@kippsocal.org	323.313.6391
Student Serv.	Counseling	Jackie Kao	jkao@kippsocal.org	323.240.8832
Intervention	Intervention Teacher	Victoria Sarantapoulos	vsarantapoulos@kippsocal.org	858-699-5550
	In House Sub	Evangeline Chapman	echapman@kippsocal.org	424.261.8979
After School Educational Services				
ASES	ASES Coordinator	Kriste Clark	krclark@kippsocal.org	323.394.4342

KIPP Corazón Academy - Upper School
9325 Long Beach Blvd.
South Gate, CA 90280

Office Phone: 323.457.5051
Office Fax: 323.457.5052

KIPP Corazón Upper School Directory

Administration			
School Leader	Claudia Solorzano	csolorzano@kippsocal.org	323-605-5471
Assistant School Leader	Karla Davalos	kdavalos@kippsocal.org	213-247-1739
Dean	Jennifer Arraiga	jarraiga@kippsocal.org	323-430-0380
School Business Operations Manager	Jesus Sandoval	jesandoval@kippsocal.org	323-240-3410
Operations			
Registrar	Daisy Guevara Rojas	drojas@kippsocal.org	323-246-3647
Operations Coordinator	Gaby Gil de Leon	gleon@kippsocal.org	323-516-4456
CNA	Claudia Carrillo	ccarrillo-cna21@kippsocal.org	213-424-2345
Instructional Staff			
5th Grade English Teacher	Mahsa Hossieni	mhosseini@kippsocal.org	213-712-4790
5th Grade Math Teacher	Jennifer Gomez	jgomez@kippsocal.org	562-353-8366
5th Grade Science Teacher	Carmin Pelayo	cpelayo@kippsocal.org	323-484-4027
5th Grade Social Studies Teacher	Denise Fuentes	dfuentes@kippsocal.org	213-395-1683
Ethnic Studies Teacher	Jennifer Mucito	jmucito@kippsocal.org	323-484-4060
6th Grade English Teacher	Sara Angel	sangel@kippsocal.org	323-207-0663
6th Grade Math Teacher	Marisol Ontiveros	montiveros@kippsocal.org	323-383-5741
6th Grade Science Teacher	Miranda Grey	mgrey@kippsocal.org	213-220-6019
6th Grade Social Studies Teacher	Michael Chakmakian	mchakmakian@kippsocal.org	323-558-3870
7th Grade English Teacher	Wycla Bratton	wbratton@kippsocal.org	323-500-3154
7th Grade Math Teacher	Lauren Hernandez	lhernandez@kippsocal.org	213-395-1522
7th Grade Science Teacher	Mayra Chicas	mchicas@kippsocal.org	909-334-1856
7th Grade Social Studies Teacher	Jazmin Castaneda (sub)	jcastaneda@kippsocal.org	----------
8th Grade English Teacher	Jonathan Marshall	jmarshall@kippsocal.org	213-712-4454

8th Grade Math Teacher	Jonathan Flores	jflores@kippsocal.org	213-712-4585
8th Grade Science Teacher	Christian Mora	cmora@kippsocal.org	323-854-9015
8th Grade Social Studies Teacher	Raelene Leos	rleos@kippsocal.org	213-712-4564
Music	Kenneth Hildebrandt	khildebrandt@kippsocal.org	240-424-5827
5th /8th Grade PE Teacher	Alfredo Crossman-Chavez	acrossman-chavez@kippsocal.org	585-623-6273
6th/7th Grade PE Teacher	Daniel Toralva	dtoralvalobato@kippsocal.org	
ELA Intervention Teacher	Fayeza Fatema	ffatema@kippsocal.org	561-301-2185
Math Intervention Teacher	Harry Shin	hshin@kippsocal.org	323-797-1298
Counseling/SPED Department			
Counselor 5th/7th	Alanna Branch	abranch@kippsocal.org	323-313-6927
Counselor 6th/8th	Luis Velazquez	luvelazquez@kippsocal.org	323-204-6859
RSP Teacher	Christine Le	chle@kippsocal.org	323- 312-9830
RSP Teacher	Zachary Hammer	zhammer@kippsocal.org	213-395-8459
RSP Teacher	Sy Dragon	ddragon@kippsocal.org	213-712-4801
RSP Teacher	Tatiana Sutton	tasutton@kippsocal.org	323-351-9544
RSP Special Day Class Teacher	Stephen McGee	smcgee@kippsocal.org	323-907-7826
Special Education Assistant	Yvonne Beaver	ybeaver@kippsocal.org	213-435-4275
Special Education Assistant	Mark Martinez	mmartinez@kippsocal.org	213-453-9033
After School Educational Services			
ASES Coordinator	Kriste Clark	krclark@kippsocal.org	323-394-4342
ASES Assistant Coordinator	Brenda Flores	bflores@kippsocal.org	213-424-2314