KIPP Washington Heights Elementary School

2025 - 2026

Student & Family Handbook

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Dear KIPP NYC Families,

The new school year always brings excitement for the road ahead, and my optimism and confidence in our future together are incredibly strong. We have a talented and diverse staff team, which includes over 10% of our staff team who are KIPP NYC alumni. We believe in the spirit of team and family, and we believe in the importance of community, and having alumni in the classroom teaching students is another way we live out our mission and ensure your children are in the best hands as we support them to navigate the world.

Our handbook describes KIPP NYC's basic commitments to you as a parent or guardian and member of our Team and Family. It reviews how we operate to ensure that we create positive educational environments and outcomes for all our students. Our commitment to you is to support all our students to reach their fullest potential and live choice-filled lives.

This handbook emphasizes our commitment to elevating student and family voice, becoming a more restorative system, and continuing our work to be anti-racist educators. We strive to live up to these principles and values.

We hope you find this handbook helpful. Thank you for being our partners in this work, for your continued engagement in our planning efforts, and for entrusting your children with us.

With gratitude,

Alicia T. Johnson

Chief Executive Officer, KIPP NYC

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ABOUT KIPP NYC

KIPP NYC MISSION

Together with families and communities, we create joyful, educationally excellent schools that prepare students with the skills and confidence to pursue the paths they choose - college, career, and beyond - so that they can lead fulfilling lives and build a more just world.

KIPP NYC CORE VALUES

- **We Believe.** We believe in the infinite potential of all people. Our hope, faith, and optimism fuel our daily work and drive us toward achieving a more equitable and just world, starting with our KIPPsters.
- **All of Us Will Learn.** We know excellent instruction means teaching the whole child and the whole class. We believe student achievement is the product of adult learning and development. Together all KIPPsters – big and small – intellectually prepare, practice, teach, and assess in order to maximize our individual and collective potential.
- **Commitment to Excellence.** We believe excellence is a sustained pursuit, not an endpoint. We own the results we achieve. We assert that excellence is often the 1/12th between good and great. We strive for excellence in all things.
- **Teach Like Harriett.** KIPP was founded on the inspiration of Harriett Ball, and the understanding that great teaching is fundamental to great schools. Like Harriett, we cultivate joy and love of learning with high expectations for academic work. We believe Math is Life, Reading is Freedom, and Knowledge is Power. We measure our success by student mastery and alumni outcomes.
- **Team & Family.** We work in schools and communities, not classrooms. We believe team always beats individual. We contribute to and are responsible for group success. Like a family, we act with empathy and support one another to build strong relationships. We never give up on our Team & Family.
- **AND.** We believe in the power of AND – character and education. We strive to be our best selves, and we want to bring out the best in others. We believe that effort will improve our future. Building on the strengths of our communities, our families, and ourselves, we continuously encourage our students to develop outstanding character.
- **Find a Way or Make One.** We persist in the face of challenges and creatively seek solutions. We cultivate critical and divergent thinking in ourselves and others to achieve our goals. We work to achieve transformational outcomes through enduring alliances and a humble commitment to find, learn, and share what is best for students and alumni.
- **Revolutionary Love.** We believe extraordinary school communities are built from love. The love we have for ourselves, our teammates, and our communities drives the courageous change we need to leave the world better than we found it.
- **Build a Better Tomorrow.** We know our KIPPsters, past, present, and future, are the leaders of a better tomorrow, so we work to empower, prepare, and embolden them to lead choice-filled lives. We take action to dismantle systems of oppression and construct a society that is defined by equity and restorative justice.
- **We Remember. We Appreciate.** We remember and appreciate where we have come from in order to know where we are going. We look honestly at our past and present to plan our future. We believe our staff, our families, and our students are our greatest strength.

KIPP Credo

At KIPP, we believe.
We believe in the creation of inspired lives
produced by desire, discipline, and dedication.
We are not frightened
by the challenges of reality
but believe that we can change our world
and our place within it.
We work, plan, create, and dream.
Our talent, character, and integrity
will be the tools we need
to build a better tomorrow.
We believe that we can take
this place, this time, and the people here
and build a better place, a better time,
and better people.
As a team and a family,
we will either find a way or make one.

KIPP Commitment To Excellence

TEACHERS' COMMITMENT

We fully commit to KIPP in the following ways:

- We will be fully prepared to work with our KIPPsters every day by 7:40 AM (Mon. - Fri.) and remain available until 3:25 PM (Mon. - Fri.)
- We will teach every day of the extended school year, which begins on August 25.
- We will always teach in the best way we know how and we will do whatever it takes for our students to learn.
- We will be open to the feedback that we receive from administrators, teachers, parents/guardians, and students, and we will do what it takes to make positive changes.
- We will communicate, through our words and actions, our responsibility for addressing the educational, emotional, and character needs of every student at KIPP.
- We believe that all of our students can and will learn the character and educational skills needed to be happy and successful in life.

Failure to adhere to these commitments can lead to our removal from KIPP.

PARENTS'/GUARDIANS' COMMITMENT

We fully commit to KIPP in the following ways:

- We will ensure that our child attends every day of the extended school year, which begins on August 26.
- We will always help our child in the best way we know how and we will do whatever it takes for our child to learn. This also means that we will check our child's homework every night, let our child call the teacher if there is a problem with the homework, try to read with our child every night, and limit the amount of time spent watching television, playing video games, and on social networking sites.
- We will always make ourselves available to our children, their teachers, and the school by doing the following:
    - We will call the school when our child is going to be absent or late, and when possible, we will avoid making appointments that cause our child to miss instructional time.
    - We will make sure our child comes to school every day with the materials they need to succeed (pens, pencils, paper…).
    - We will allow our child to go on KIPP field trips.
    - We will make sure our child follows the KIPP dress code.
    - We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various KIPP privileges and can lead to administrative consequences pursuant to the KIPP NYC Code of Conduct.

STUDENTS' COMMITMENT

I fully commit to KIPP in the following ways:

- I will attend KIPP every day of the extended school year, which begins on August 26.
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will accept the feedback that I receive from my peers, teachers, and parents/guardians, and I will do what it takes to make positive changes.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my KIPP teammates and give everyone my respect.
- I will follow the KIPP dress code.
- I will come to school every day with all the materials I need for success.
- I am responsible for my own behavior.

Failure to adhere to these commitments can cause a KIPPster to lose various KIPP privileges and can lead to administrative consequences pursuant to the KIPP NYC Code of Conduct.

FAMILY COLLABORATION

Parent/Family & Guardian Involvement

KIPP Washington Heights Elementary School is committed to partnering with students' families and guardians to co-create a positive community experience. At KIPP Washington Heights Elementary School the forum where school staff and families/guardians partner is called PTA. The mission of the PTA is to elevate family voice, seek family input, identify and work together to meet family needs, and to plan and execute school-based events that serve the KIPP Washington Heights Elementary School community.

Family & Guardian Communications

KIPP Washington Heights Elementary School seeks to remind all families that our Student & Family Handbook is a living document that will be revisited regularly, and revised as needed. We invite parents and guardians to offer suggestions in the service of its improvement. Please reach out to Yanet Lewis with recommendations for amendments.

We frequently send communications and occasionally update our handbooks to that offer:

- Community Resources, including health & wellness, food & nutrition, childcare, and financial resources
- School Building Health & Safety Protocols
- Technology Support
- 2025-26 KIPP NYC Calendar
- Emails from KIPP NYC Leadership

Our WHES's page includes links to important documents, contact information, and describes the school's program

We also communicate with parents and guardians via email, text messaging, mobile apps and telephone (currently ParentSquare, Dean's List and PowerSchool). Emails may come from our staff members or KIPP NYC regional leaders.ParentSquare alerts are used to send the same message to all families in the school at once. For individualized messages, we will use the contact information (e.g., phone number, email) you provided to us at the beginning of the year. You will be encouraged to download the parent apps that support communication from the platforms we use.

We use social media, namely Instagram @kipp_whes, to communicate with families. Typically, our Instagram account features students and families participating in school activities; however, we will also include messages about events and other information, such as community resources, that are available to families.

You will receive regular communication via text message using Possip from KIPP Washington Heights Elementary School. This is a tool that allows families to share their feedback with schools. We look forward to receiving your feedback, and as always, you are welcome to reach out to your students' teachers, social workers, and school leaders directly.

Who To Contact

At times, you may have questions about KIPP Washington Heights Elementary School. Below is a quick list of common topics and to whom you should direct your questions.

TOPIC	**STAFF MEMBER**
Lunch Forms, Emergency Forms, Medical Forms	Lizbeth Tavarez, 212-991-2630
Lost OMNY Card	Lenni Santana, 212-991-2630
Ordering KIPP Uniform	Operations Team, 212-991-2630
I have concerns about my child's social adjustment	Victoria Del Toro, 718-874-8595
My child has an IEP or 504 Accommodation Plan	Ana Diaz, 646-647-1944
My child will be absent or late	Operations Team, 212-991-2630
I have questions about my child's educational progress	Classroom Teacher
I have questions about school activities (permissions slips, etc.)	Classroom Teacher
I have overall concerns	Yanet Lewis, 212-991-2630

EDUCATIONAL EXPECTATIONS

Grading System

KIPP WHES issues report cards on a trimester basis. Report cards will be directly linked to KIPP WHES's standards. The grading scale is based on the student's mastery of the content standard. Family-Teacher Conferences will be held for each report card. Progress reports will be provided to parents/guardians at the mid-point of each trimester to update them on their student's educational progress. Progress reports provide a detailed picture of a student's educational performance based on assignments and assessments administered in a given period.

Services for Students with Disabilities

KIPP Washington Heights Elementary Schoo is committed to serving all students with exceptionalities. We offer Integrated Co-Teaching (ICT) classes in core content areas for ELA and Math, as well as small-group intervention (Special Education Teacher Support Services, SETSS) in ELA and Math. We also have social workers on our staff who provide mandated counseling services to those students who need them. We work closely with the Department of Education to implement all related services on a student's Individualized Education Program (IEP) and/or Section 504 Accommodation Plan ("504 Accommodation Plan"), including speech and language therapy, occupational therapy, physical therapy, hearing or vision therapy, and paraprofessional support. Families are encouraged to contact their school's Director of Student Support Services to discuss their child's IEP and/or 504 Accommodation Plan, share more about their child's strengths, areas for growth, and goals, and learn about how the IEP and/or 504 Accommodation Plan will be implemented.

Services for Students who are English Language Learners

Students who are English Language Learners are entitled to English as a New Language services. The degree of services to which students are entitled varies depending on their English language proficiency, as determined by the NYSITELL and NYSESLAT assessments. We offer tiered intervention services that support students' overall literacy levels. In addition, all students who score at the Entering or Emerging levels on the NYSITELL and NYSESLAT receive additional English as a New Language services through KIPP NYC staff members. These services may be provided in-person or virtually via live Google Meets-based sessions. Students who are English Language Learners also receive time-and-a-half for all assessments, as well as access to a primary-language glossary or a translated assessment for all major assessments that are *not* assessments of English Language or English Literacy.

Promotion

KIPP Washington Heights Elementary School students will be promoted or retained on the recommendation of the classroom teachers, as well as with the consultation of the grade level team and the principal and credits. This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Classwork
- Social/developmental characteristics
- Other pertinent data

Student retention is recommended when considered in the best interest of the student. Retention may be considered at any grade level. The decision to retain should be based on sufficient data gathered over time with the intention of placing the child in the grade level and academic program where he or she will ultimately be the most successful.

Students qualifying for special education will also receive consideration on a case-by-case basis in a manner consistent with their IEP.

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Failure to meet academic standards of readiness for the next grade: [example: Students who fail (earn below 70%) a core subject (Reading, Writing, Math, Social Studies, Science) may be retained. Students who fail either the reading or math standardized test at the end of the year may be retained as well.]
- Failure to meet adequate standards of attendance and lateness: [example: Students who miss more than 10 days of school may be retained]
- Failure to meet behavioral standards of readiness for the next grade level: [example: Students whose behavior has not shown adequate growth or improvement, or is not at a sufficient level, may be retained.]

Academic Integrity

Honor Code

We expect all KIPP Washington Heights Elementary School students to adhere to the highest standards of academic integrity. Every student will produce their own educational work and will neither receive nor give assistance without prior permission from the teacher.

Academic Dishonesty: Cheating & Plagiarism

To be prepared educationally for college one must be able to perform without cheating, plagiarizing, or copying another person's work. When using sources for papers and projects, students should properly use citations giving credit to the appropriate origin of information. Also, a student may not improperly assist another student on an assignment/test or allow another student to copy their work. Students who violate this policy will be subject to consequences consistent with KIPP NYC's discipline policy.

Students who engage in academic dishonesty will be required to repair the harm caused to themselves and to their community. The consequences may include the following:

1st Offense

- No credit or a zero will be given on the test, paper, or project.
- The student will be required to complete the assignment or re-take the test.
- Additional work or an alternative assignment may be assigned by the teacher.
- In school detention.
- Parents/Guardians will be notified about educational dishonesty.

2nd Offense

- No credit or a zero will be given on the test, paper, or project.
- The student will be required to complete the assignment or re-take the test.
- Additional work or an alternative assignment may be assigned by the teacher.
- In-school suspension.
- Parent/Guardian meeting will be scheduled with the Dean/Director of Academics.
- Possible removal from Extracurricular Activities/Special Events/KIPP Block activity or sports team for a period of time.

3rd Offense

- Out of school suspension.
- Removal from Extracurricular Activities/Special Events/KIPP Block activity or sports team for the remainder of the trimester/season.
- Parent/Guardian meetings will be scheduled with the Principal.
- Offense will be noted on the student's permanent record and colleges will be notified.

4th Offense

- Suspension hearing.

Student Technology

KIPP NYC Schools are committed to ensuring that all students have access to a Chromebook while on campus. Each school offers a set number of Chromebooks to align with the KIPP NYC Chromebook Distribution Standard for the given school year. Typically, each homeroom and each science room has one cart of Chromebooks. The curriculum and online assessment requirements dictate the Chromebook Distribution Standard. In SY25-26, each K-8 school will have one Chromebook Cart per homeroom class, one Chromebook Cart per science class, and one flex Chromebook Cart for use for other programs as needed at the school.

The Chromebook Program is an 'on campus' program in SY25-26. If there is a specific circumstance that may require your student to need to use a KIPP NYC Chromebook off campus, please speak to the School Ops team at your child's school. The School Ops team can then request an exception and provide you and your child with a document to review and sign ahead of the student taking responsibility for carrying home a Chromebook.

Generally, students may not use employee devices for Internet or iOS app access due to the requirements of the Children's Internet Protection Act (CIPA) and Protecting Children in the 21st Century Act. If a student is using an employee cell phone to call a parent/guardian, the employee must be present to monitor the usage of the device to ensure that the student is not using the phone for Internet browsing or app access.

Students must use the Chromebooks and all other technology, equipment, and services in alignment with the Student Acceptable Use Agreement, which is part of the Enrollment Packet and the Student & Family Handbook for KIPP NYC Schools, a copy of which is included for reference later in this handbook. Violations of the Acceptable Use Agreement may result in revocation of privileges on the hardware, network, or tech services, and/or fee assessment for repair of damaged hardware or systems.

EDUCATIONAL CALENDAR AND SCHOOL DAY

School Schedule

The KIPP WHES school Day is 7:40AM - 3:25PM.

Academic Calendar

The calendar below provides you with confirmed dates for school breaks, as well as trimester and report card dates.

AUGUST 2025

August 21	**FIRST DAY OF SCHOOL - KINDERGARTEN ONLY** **7:40AM - 1:00PM**
August 22	**SECOND DAY OF SCHOOL - KINDERGARTEN ONLY** **7:40AM - 1:00PM**
August 25	**FIRST DAY OF SCHOOL - ALL OTHER GRADES** **7:40AM - 3:25PM**

SEPTEMBER 2025

September 1	**NO SCHOOL:** Labor Day
September 16	**EARLY DISMISSAL (1:30PM)** – Staff Development Day

September 23	**NO SCHOOL:** Rosh Hashanah

OCTOBER 2025

October 2	**NO SCHOOL:** Yom Kippur
October 13	**NO SCHOOL:** Indigenous People's Day
October 20	**NO SCHOOL:** Diwali
October 31	**NO SCHOOL:** Staff Development Day

NOVEMBER 2025

November 4	**EARLY DISMISSAL (1:30PM)** – Election Day (DOE Closed)
November 21	End of Trimester 1
November 24-28	**NO SCHOOL:** Thanksgiving Break

DECEMBER 2025

December 1	**SCHOOL RESUMES:** Trimester 2 Begins
December 9	****EARLY DISMISSAL (1:30PM)** K-8 Trimester 1 Report Card Conferences
December 22 – 31	**NO SCHOOL:** Winter Break

JANUARY 2026

January 1-2	**NO SCHOOL:** Winter Break (continued)
January 5	**SCHOOL RESUMES:** Full Day, All Students
January 19	**NO SCHOOL:** Martin Luther King, Jr. Day
January 27	**EARLY DISMISSAL (1:30PM)** – Staff Development Day

FEBRUARY 2026

February 16-20	**NO SCHOOL:** Mid-Winter Break (includes Lunar New Year)

MARCH 2026

March 6	K-8 End of Trimester 2
March 6	**NO SCHOOL:** Staff Development Day
March 9	Trimester 3 Begins
March 17	****EARLY DISMISSAL (1:30PM)** K-8 Trimester 2 Report Card Conferences
March 20	**NO SCHOOL:** Eid al-Fitr

APRIL 2026

April 3	**NO SCHOOL:** Good Friday
April 6-10	**NO SCHOOL:** Spring Break
April 13	School Resumes – Full Day
April 21-22	ELA State Test (Grades 3-8)

MAY 2026

May 5	Science State Test (Grades 5 + 8)
May 12-13	Math State Test (Grades 3-8)
May 15	**EARLY DISMISSAL (1:30PM)** – Staff Development Day
May 25	**NO SCHOOL:** Memorial Day
May 27	**NO SCHOOL:** Eid al-Adha

JUNE 2026

June 3	**EARLY DISMISSAL (1:30PM) –** Staff Development Day
June 18	**EARLY DISMISSAL (1:30PM) –** Last Day of School for Students and Staff
June 19	**NO SCHOOL/STAFF OFFLINE:** Juneteenth

Student Arrival & Dismissal

Arrival

Students and families must remain outside the building until 7:40 AM. Students must arrive between 7:40 AM to 7:55 AM. All students will enter the school through the play yard on 176th Street. Students arriving after 7:55 AM are considered tardy. Upon entering the building, parents/guardians must sign in with School safety (must have proper ID) at the security desk and bring their child to the main office in room 406.

Dismissal

Families are responsible for picking up students promptly at 3:25 PM. All students will be dismissed through [appropriate exit here].

Ten minutes after dismissal, remaining students will be taken to the Late Pick-Up Room.

It is the responsibility of the parent/guardian to ensure a timely pick up of his/her child from school. Late pick-ups are not acceptable. Classroom teachers will contact the families of those students who are picked up late. No student will be allowed to leave the school without an adult escort authorized to regularly pick them up (based on authorized pick-up names listed on registration form). If the person picking up the child is not the parent/legal guardian of the child, they must (a) be given explicit written permission to pick up the child and (b) be 18 years or older. Please speak to [appropriate contact] if there are any concerns.

If your child remains at school for more than one hour after dismissal time on any school day, KIPP Washington Heights Elementary School reserves the right to take the following actions, at our discretion:

- A member of our staff may call the New York City Police Department and ask an officer to escort your child to the police station. Your child will then remain at the police station until you pick your child up.

- Report chronic lateness to the New York City Administration for Children's Services (ACS).

School Closings / Class Cancellations

In the rare event that classes are canceled or schools are closed, we will alert you via email, text, and phone. Additional updates can be found at www.KIPPNYC.org.

SCHOOL POLICIES AND PROCEDURES

Dress Code

Uniform

All KIPP Washington Heights Elementary School students are required to come to school in the proper dress code. The KIPP Washington Heights Elementary School dress code will be a KIPP polo with black bottoms

- For safety reasons, the following jewelry will not be permitted at KIPP Washington Heights Elementary School necklaces (unless tucked inside of shirt), chains, chokers, multiple finger rings, excessive bracelets, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). PLEASE NOTE: Any jewelry that becomes a distraction/poses a safety issue will be taken from students and returned directly to family members or the student's parents/guardians.

In addition to the above uniform regulations, the following rules apply:

- Expensive jewelry or large sums of money should not be brought to school. If it is necessary for students to carry more than $20, the money should be given to a teacher for safekeeping.
- The following items may not be brought to school: iPods/iPads, or radios of any kind and electronic toys (PSP's, Gameboys, etc.).

Consequences for Uniform Violations

Any student wearing an accessory or article of clothing that becomes a distraction will be sent home with a note and will receive a uniform violation if it is worn or brought back to school;.

- Students who attend school dressed improperly will be required to call their parents/guardians to bring clothes meeting dress code requirements.

- Students will be given warnings on inappropriate accessories; if worn again they will be confiscated and returned to parents/guardians.

Student Use of Internet-Enabled Devices Policy

We understand that some families may choose to provide their children with cell phones based on concerns about safety or convenience. However, in accordance with New York law and KIPP NYC policy, students are prohibited from using cell phones and other internet enabled devices on school grounds during the school day, subject to the exceptions listed in the policy in the link below . All electronic devices must be stored in a student's bag or electronic device storage bag during the school day.

If a parent/guardian wishes to contact their child during the school day, they can call the main office of their child's school or contact the child's teacher or other school staff member using the school's direct communication software application. If a student needs to make a phone call, they are to use the office phone after receiving permission from a school staff member.

You can find the full policy on KIPP NYC's website here:
https://kippnyc.org/wp-content/uploads/2025/07/2025%E2%80%9326-KIPP-NYC-PCS-STUDENT-USE-OF-INTERNET-ENABLED-DEVICES-POLICY.pdf

Food Services

Breakfast is optional each morning from Monday – Friday for all students. Breakfast will be served between 7:40AM – 7:47AM.

Lunch will be provided Monday – Friday for all students at no cost. Families are encouraged to send a bag lunch, if your child frequently chooses not to eat the school lunch offered. The school will be unable to assume responsibility for refrigerating or warming lunch brought from home.

Lastly, please inform the school if your child has any food allergies. We also ask that you inform the school if your child will not eat the school breakfast and/or lunch on a regular basis.

Transportation

Transportation services that are available to families vary by school, and by each child's eligibility for those services. At KIPP Washington Heights Elementary School, the following transportation services are available:

- OMNY Cards are distributed by your school for use on MTA subways & non-express buses.
- Stop-to-School Transportation picks up and drops off students at designated bus stops (Only for schools with Gen ED bus transportation.

- Students who are Temporarily Housed (including Homeless and Foster Care) students in temporary housing in grades K-6 (or 7-8 with an IEP but no recommendation for transportation) are eligible for busing to school. Parent(s)/Guardian(s) are entitled to receive an OMNY Card (distributed by your child's school) to accompany your child to and from school. Speak to your shelter staff or the DOE's Regional Manager for more information on the process:

  https://www.schools.nyc.gov/school-life/special-situations/students-in-temporary-housing

Transportation eligibility is based on a student's grade level, walking distance between home and school, and existing accommodations based on a medical condition, housing status, or safety assessment. The chart below highlights available transportation for your student based on the distance your family lives from the school.

Grade Level	Students living less than 0.5 mile	Students living between 0.5 mile but less than 1 mile	Students living 1 mile or more, but less than 1.5 miles	Students living 1.5 miles or more
Grades Kindergarten, 1, and 2	Not Eligible	School Bus or OMNY Card	School Bus or OMNY Card	School Bus or OMNY Card
Grades 3-6	Not Eligible	OMNY Card only	School Bus or OMNY Card	School Bus or OMNY Card
Grade 7-12	Not Eligible	OMNY Card only	OMNY Card only	OMNY Card only

Student OMNY Cards

Schools distribute student OMNY Cards to eligible students at the beginning of each semester and as needed during the school year.

- Student OMNY Cards (formerly Metrocards) are different from "regular" OMNY Cards sold to the public
- Good for three trips each school day; allowing a student to travel to school, from school to an after-school activity, and from that activity to home
- Only to be used by the student to whom it was assigned
- For traveling to and from school and school-related activities between 5:30AM and 8:30PM
- For traveling only on days when the student's school is open for classes

- Valid for one school semester

For additional information on student OMNY Cards, please see the NYC DOE's website here: https://www.schools.nyc.gov/school-life/transportation/student-omny-cards

School Bus Transportation

We believe that "our children are always ours" and we take their safety seriously even when they are not in the school building. KIPPsters are expected to be positive members of their communities, even when their families and teachers are not present. We appreciate your support in recognizing that the bus and the subway are important times to think about safety. In the event that there are safety issues with any students traveling to or from school, we will consider any action necessary to keep our children safe. In some cases, we may ask for families to pick up or drop off their children at particular times. We understand this decision might create travel difficulty for you; however, we need every student to adhere to behavior expectations for their own safety as well as the safety of everyone else. Disciplinary actions may occur even though the students are not on school property. The KIPP NYC Code of Conduct applies to behavior while traveling on vehicles provided by the New York City Department of Education or the City of New York and on other-than-school property when such behavior negatively affects the educational process or to endanger the health, safety, morals or welfare of the school community.

Parents/Guardians must provide contact information for any person authorized to pick up their child. If the person picking up the child is not the parent/legal guardian of the child, they must be a) given explicit written permission to pick up the child and b) be 18 years or older. Please speak to Lizbeth Tavarez if you have any concerns.

KIPP staff are prohibited from transporting students in their private vehicles. KIPP chaperones and volunteers are prohibited from transporting students in their private vehicles to/from KIPP-sponsored field trips.

Student Enrollment

Every year, beginning in November, KIPP WHES will begin accepting applications for our Kindergarten – 4th grades for the following year. Admissions preference will be granted to siblings and children of KIPP NYC staff, and students receiving free or reduced lunch living in District 6 as a 2nd priority. The lottery will be held in April.

ENROLLMENT FORMS

Upon enrolling at KIPP WHES, the following documents must be submitted for each student to SchoolMint:

- Registration form
- Emergency contact form
- Proof of birth
- Proof of address
- Immunization records
- *If applicable*, additional medical forms
- *If applicable,* Individualized Education Program/504 Accommodations

Field Lessons

Field lessons are one of the many ways we both provide students with new learning experiences, and reward students who demonstrate a Commitment to Excellence. While some field lessons are experiential and open to all students who demonstrate appropriate levels of safe behavior, earned field lessons may be taken away from students who do not earn them based on attendance, effort, homework, and behavior. Otherwise, trip attendance will be required.

No child will be permitted to leave the school for a field lesson if they have not submitted a signed KIPP NYC field trip permission slip. All permission slips must be signed by a parent or guardian. Teachers will leave your child, under adult supervision, at the school if written permission was not received, if the child has not satisfied the requirements made by the teacher, or if the child is or has recently demonstrated unsafe behavior.

Chaperones

We welcome parent/guardian chaperones on our field lessons throughout the year. Please let your child's homeroom teacher know if you are willing and able to chaperone a particular trip. We will honor volunteers on a first come, first serve basis. Preference will be given to families whose children have the fewest number of absences.

STUDENT ATTENDANCE

KIPP Washington Heights Elementary School students must arrive by7:55AM Monday through Friday, and remain at school until 3:25 PM. We expect every KIPPster to be in school daily. The annual goal for every student is 95% on-time attendance.

In the ***Commitment to Excellence*** it states:

1. **Attendance** – We will make sure our child comes to school every day. We will schedule doctor's appointments, vacations, etc. for days when school is not in session.

2. **Timeliness** – We will make sure our child arrives at school every day on time by 7:55AM. We will make sure to promptly pick up our child at the end of the school day at 3:25PM.

Absences

All Absences – "Excused" and "Unexcused" – are Considered Absences. Families are expected to ensure that their child is in school.If your child is going to miss school: Call the main office as soon as possible. If your child is absent, Lenni Santana will follow up with a phone call that morning.

EXCUSED	UNEXCUSED
Absences will only be considered excused in the following circumstances: ● Attendance at a funeral following a death in the immediate family; ○ The student will be excused only for the day of the funeral unless extenuating circumstances apply ● Illness verified by a note from a doctor or parent/guardian; ○ For illnesses over 2 days, a doctor's note is required specifying the days for the illness/appointments ○ For students who are chronically absent, a doctor's note may be required for any illness. ● Court proceedings at which the student's presence is required, along with documentation ● *Other reasons for absences may also be considered excused by the Principal or Director of Operations*	● Routine doctor's appointments ○ Please have your student come before or after the appointment or schedule for a day we are not in session..Family vacation ● Bad weather ● Trouble with public transportation ● *Other reasons for absences may also be considered unexcused by the Principal or Director of Operations*

Support Policy For Absences

All absences and tardies are noted on progress reports and report cards. Students are responsible for all missed assignments. Students and families must arrange a way to complete all missed assignments and homework. Since missing class affects educational achievement, repeated absences KIPP Washington Heights Elementary School may be reflected in the student's grades.

At KIPP Washington Heights Elementary School, we pride ourselves on having a partnership between parents and guardians, teachers, and staff to provide the best possible education for our children. We are committed to providing families with open and clear communication on your child's attendance throughout the entirety of the school year.

Important Notes About Attendance

- If students are not in school at the beginning of the day, and the school has not already been notified of an absence, parents will receive a phone call from the school.
- If concerning patterns are noted, the Principal will reserve the right to accelerate certain actions and consequences. For example, if a student has 5 absences in a row, a parent/guardian meeting may be called to resolve the situation. If a student is absent for several days without parent/guardian communication, the school may conduct a home visit or other investigation.
- If a student has 10 or more *unexcused* absences, the student may not participate in special events, reward trips, or any extra-curricular activities. (Field lessons, which are a part of the curriculum, will not be withheld due to absences.)
- With the successful fulfillment of an attendance plan, the Dean or Principal may reinstate the student's privileges to attend special events, reward trips, or any extra-curricular activities.
- All students who accrue 10 total absences will receive a Promotion in Doubt (PID) letter from the school, regardless of current educational performance or reason for absence. While we understand that there may be legitimate circumstances that may cause a student to miss 10 or more days of school (such as severe illness or family crisis), we believe that in order to be fair to all of our families, we must implement this policy consistently in every situation.

Please note that receipt of a PID letter does not automatically lead to retention. However, students who are absent for 10 or more days miss a significant amount of our educational program, and chronic absenteeism can cause students to be ill-prepared for the next grade. We therefore believe it is important to have this conversation with families early to ensure transparency and clear communication among all parties.

Tardies

Be On Time. Getting to school on time is key to your child's success – at school and in life. Our doors open at 7:40 AM each morning. Students must arrive between 7:40 AM and 7:55AM. Students arriving 1 minute or more after 7:55AM are marked tardy. If you know your student will be tardy, please call the main office.

Students who are chronically tardy will face the following consequences:

- 2 late arrivals in 1 week will result in lunch bench/detention. Please also be aware that once a student has been called one time during a week they will still be required to serve detention at lunch if they are late another time that week.

- Any unexcused lateness will result in a 15 minute after school detention in which a student must write a reflective statement.

As is the case with student absences, if a concerning pattern of tardies is noted, the Principal will reserve the right to accelerate certain actions and consequences. For example, if a student has 12 tardy days in a row, a parent/guardian meeting may be called to resolve the situation. If a student is tardy for several consecutive days without parent/guardian communication, the school may conduct a home visit or other investigation. ACS may be contacted if the Principal determines there is cause for concern.

Absences due to Illness

If your child is going to miss school because of illness, please call the school as soon as possible. All student absences should be followed up the next day with a note signed by a parent, guardian or doctor. KIPP staff will call to verify all student absences. Please let the main office know if there are any medical concerns or special circumstances of which we should be aware.

Early Dismissal

At KIPP NYC, we aim to ensure that students are in school for the full duration of the school day to maximize their learning opportunities. Early dismissal is defined as any pick-up prior to the official school dismissal time.

To help us maintain a productive and safe environment for all students, we kindly ask that early dismissals be communicated to the Main Office as early as possible.

Here are the guidelines for early dismissals:

1. **Definition of Early Dismissal**: An early dismissal is any pick-up that occurs before the official school dismissal time.
2. **Minimizing Early Dismissals**: We strive to limit early dismissals to ensure that students spend the maximum amount of time in school.
3. **Notification**: Please notify the Main Office as early as possible if your child needs to be dismissed early.
4. **Authorized Pick-Up**: A child will only be dismissed early to a parent/guardian or a properly authorized and identified adult. If the adult picking up your child is not previously listed as an authorized adult, a letter from you authorizing this individual is required. A parent/guardian or a properly authorized and identified adult is required to sign-out students from the Main Office for any early dismissal.
5. **Proximity to Regular Dismissal**: Due to operational needs and to ensure the safety of our students, we do not allow early dismissals within 30 minutes of regular dismissal time. This policy helps ensure that staff can properly manage the end-of-day procedures and student safety.

HEALTH AND SAFETY

The first priority for school staff during an emergency is to ensure the safety of students, other staff members and any guests who are on campus at the time. Emergency situations can cause disruptions to regular communication, schedules, and plans. We have provided information on what families can expect during emergency situations and how to best support the safety of students and staff.

Emergency Contact Information

The School encourages parent(s)/guardian(s) to visit the School's classrooms to observe the work of students, teachers and other staff. The following rules apply to visitors to the School:

Anyone who is not a regular staff member or student of the School will be considered a "visitor."

1. All visitors to the School must sign-in with security at the main entrance and report to the main office.
2. Teachers are expected not to take class time to discuss individual matters with visitors. Please make every attempt to schedule time with them in advance.
3. Any unauthorized person on school property will be reported to the Instructional Leader or Operations Leader. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
4. All visitors are required to abide by the rules for public conduct on school property contained in this Health and Safety section. By entering school premises, visitors accept these rules.

The School is committed to providing an orderly, respectful environment; therefore, it is necessary to regulate public conduct on school property and at school functions.

Closed Campus

Under no circumstances are students to leave their assigned floor of the building or use any exit other than the School's designated entrance/exit without permission. Once in school, a student may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out. Once students have entered in the morning, they may not leave the building unless a staff member escorts them or without written permission from a parent/guardian.

Family Emergencies

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. If the person picking up the child is not the parent/legal guardian of the child, they must be (a) given explicit written permission to pick up the child and (b) be 18 years or older.

Medical Emergencies

As a school, the safety of all of our students, staff members and families is of the utmost importance. If an emergency arises that requires urgent medical attention which the nurse cannot attend to, we will call 911. We will immediately then call all contacts on the emergency contact list until we are able to speak with someone who can meet us at the school or the hospital. If a family member cannot make it to the school, a staff member will accompany the student to the hospital and will remain with them until the family member arrives. KIPP Washington Heights Elementary School is not financially liable for any emergency medical services. "If you have questions regarding school insurance coverage, please contact Pearl Pena.

Safety & Evacuation Procedures

The School follows the General Response Protocol for all building-related safety drills and emergency events, as required by the New York City Department of Education. Below are the common emergency responses to understand and review with your child.

- **Lockdown:** occurs when there is a hazard or emergency inside of the school. In this instance, students and staff are trained to remain in secured rooms and out of sight from any possible intruders.
- **Shelter-In-Place:** Occurs when a hazard is outside the building and it is safer to remain inside. School staff will secure the building by locking all building exits and secure students inside in safe and situation-appropriate locations. No one will have access to the school building until the shelter-in-place status has been lifted.
- **Evacuation:** occurs when there is a serious emergency and it is necessary to evacuate the school.

Throughout the school year, students and staff will participate in a minimum of 12 emergency drills, including fire, lockdown, and shelter-in drills to ensure that the entire school community is familiar with the appropriate response in the event of each type of emergency.

Reunification Procedures

In the event of an emergency, the school will activate an emergency response plan which may include alternative dismissal processes in order to keep our students accounted for and safe. To be reunified with your child during this time, please use the following steps:

1. Come to the designated pick-up site identified in the communications from the school or KIPP NYC.
2. Bring your ID. If someone else besides a parent/guardian is picking up your child, they MUST be on your emergency contact list and they MUST bring their ID.
    a. As noted, during an emergency, we might not be able to answer our office phone. As such, it is important to always keep your emergency contact information updated with the main office.
3. Once your identity is verified, you will be handed a Release Card to complete.
4. Once this happens, a runner will go get your child and bring them to the appropriate meeting point.
5. Hand your release card to the KIPP NYC staff member. Once verified, your child will be released to you.

In the event of an evacuation and we are unable to return to the school, our primary reunification area is:

P.S. 128 (560 West 169 Street, Manhattan, NY 10032)

Emergency Communications Protocol

The means and immediacy of communication will depend on the scope of the event and on the potential or actual impact to the safety of the students. While it's difficult to describe all possible scenarios, the following can be used a guide to gauge the level of notification and systems used to communicate with families:

Impact Level	Notification Response
• **A Low Impact Incident:** Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is isolated and does not impact more than one student. • **Example:** A small issue in the school. A last minute change in the schedule. ○ **NOTE**: Not every incident will warrant a notification.	• ParentSquare notification sent via text/email • Letter may be sent home
• **A Moderate Impact Incident:** Poses a moderate risk to the school and results in some disruption to school activities. • **Example:** Weather cancellations or delays, a change of schedule or cancellation of some activities, or a utility disruption.	• ParentSquare notification sent via text/email • Will be posted on website and social media accounts • Letter may be sent home
• **A High Impact Incident:** The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students. **** Any instance where we have a lockdown, shelter-**in-place, or evacuation. • **Example:** An intruder in school or the use of a weapon in school resulting in injuries to students or staff.	• ParentSquare notification sent via text/email • Will be posted on website and social media accounts • Letter may be sent home

Please ensure that the school always has your accurate / current contact information so that you may receive the most up-to-date information from your child's school.

Families' roles in emergency procedures

In an emergency, parent(s)/guardian(s) can support the school's efforts to ensure the safety of all students and staff by following the guidelines below:

- Stay calm during a school emergency
- Make sure your emergency contact numbers are accurate and up-to-date.
- Listen carefully to emergency notification messages. Check the KIPP NYC website and/or school website for breaking news updates as phone communication may be interrupted due to excessive calls.
- Please do not rush to the school site to find out what is going on. If you go to a school during a lockdown, you may be stopped and asked to wait in a specified area off campus.
- Your Mobile Phone - Emergency situations sometimes require changes to reunification plans. By having your phone with you, you will receive any updates sent via our automated notification system.
- Patience - In most situations, there will be a large number of families who choose to pick up their student after an emergency situation. This may result in an extended wait time as we verify ID's and deliver students to the reunification area.

Immunizations

According to the New [WP1] York State Public Health Law, all students need to be immunized per the New York Health Department guidelines and have a physical examination each year. The New York State Health Department has released the following Immunizations Requirements for the 2025-26 school year:

Before a child can be permitted to enter and attend school, parents/ guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Please review your child's immunization history with your child's healthcare provider. Your healthcare provider can tell you whether additional doses of one or more vaccines are required for your child to attend child care or school this year. **All KIPP NYC students must be up-to-date with their immunizations in order to attend school.**

For more information on immunization requirements, please visit the NYC DOE website: https://www.schools.nyc.gov/school-life/health-and-wellness/immunizations.

Student Medication

No medication can be administered or consumed at school unless both a doctor and a parent/guardian have completed the appropriate forms. KIPP Washington Heights Elementary School strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please alert the main office.

Important Notes:

- Medication may not be given without the completion of the Medication Administration Form (MAF), which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol and other over-the-counter medicines. Staff at the school are NOT authorized to administer medication.
- The medication needs to be in the original container with the appropriate prescription label (including the name of the student, the name of the medicine, the date, the dosage information, and directions for administering the medication) and the appropriate Student Health Authorization for Administration of Medication Form. We store and administer the medicine in a secure location. Please be aware that the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school and it should not be placed in their book bags. Adults should bring the medication to the nurse. For further information on medication or any health related issues, please contact Lizbeth Tavarez.
- Students with asthma should bring an inhaler prescribed by their doctor to school each day. Asthmatic students should notify a KIPP staff member as soon as breathing becomes difficult.If there are any concerns about medicine, allergies and overall health, please let the main office know.

Please notify the Operations team if your child has any food allergies, so that we provide your child with the necessary accommodations.

For additional questions on student medication, please contact Lizbeth Tavarez, or refer to the NYC Department of Education Student Health website:
https://www.schools.nyc.gov/school-life/health-and-wellness/health-services

Privacy

KIPP NYC Schools respects the right to privacy of any student who has a communicable disease, including COVID-19. All student records or information regarding communicable diseases will be confidentially maintained by each school's Director of Operations and Principal. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, school staff, and the greater school community.

Assumption of Risk

COVID-19 is extremely contagious and is believed to spread by person-to-person contact; and, as a result, federal and state health agencies recommend social distancing and various other measures to mitigate the risk of contracting the virus. KIPP NYC Schools have implemented reasonable preventative

protocols, policies and procedures designed to reduce the spread of COVID-19. Students and their families are expected to adhere to these protocols in order to reduce the risks of contracting or spreading the virus at the School.

Despite the Health and Safety Protocols and other measures in place to mitigate the risk of transmission of COVID-19 on campus, there are inherent risks that students and/or their families may become infected with COVID-19 due to the student's participation in in person classes at the school building. These risks include, but are not limited to, the following: exposure to COVID-19, becoming infected with COVID-19, or becoming a symptomatic or asymptomatic carrier of the virus. It is possible that a student is already an asymptomatic carrier of the virus before and that the student may infect other students, employees, or other individuals at the school as a result of their attendance. Any person who receives a positive diagnosis of COVID-19, including a student or their family member, may encounter extended quarantine/self-isolation, additional tests, medical care, hospitalization, other potential complications, and the risk of death. By allowing their child(ren) to come to campus for any reason, parents/guardians understand, acknowledge and voluntarily assume these risks on behalf of themselves and the student(s).

KIPP NYC CODE OF CONDUCT

The remaining sections of this Student and Family handbook consist of the "KIPP NYC Code of Conduct."

KIPP NYC is committed to maintaining safe and orderly learning spaces for all KIPPsters, in which students know that they are safe, valued, and that their voice matters. Our staff are trained in developing a trauma-conscious lens, promoting resilience in students and being a protective factor for them. We use restorative practices to build relationships and foster a sense of belonging in our students. Our teachers, deans and counseling staff work collaboratively with students and families to support students through the consequences of negative actions.

In collaboration with students and teachers KIPP NYC has created a Code of Conduct which identifies certain behaviors that are considered outside of our core values, and for which harm must be repaired. In certain extreme circumstances, a student must be temporarily removed from the community by suspension. Suspension is a serious consequence. Suspended students will not be allowed to participate in any non-core instructional school activities.

KIPP Washington Heights Elementary School partners with families to use a variety of approaches to avoid suspension of any type whenever possible. We commit to communicating directly with you whenever there are concerns. Sample student consequences could include after school and lunch detention, or withholding participation in a special event.

When disciplinary actions are absolutely necessary, consideration will be given to the student's age, maturity, previous disciplinary record, the circumstances surrounding the incident and, if applicable, the

student's IEP, BIP, or 504 Accommodation Plan. In addition, consideration shall also be given to whether, because of the student's grade, the removal will result in the student being removed from their appropriate grade-level classroom for a single class period, for a portion of the day, or for the entire day. Any removal which extends for multiple class periods will be tracked centrally by the school.

All students have the following rights:

- The right to a free public school education
- The right to express opinions, support causes, organize, and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by the New York City Department of Education.
- The right to be treated fairly in accordance with the rights set forth in the "Citywide Behavioral Expectations to Support Student Learning."

Insistence on reasonable and responsible behavior from every student is essential to ensuring that the aforementioned rights can be preserved. In accordance with this KIPP NYC Code of Conduct and KIPP NYC's Discipline Policy and the Discipline Code (included in and part of KIPP NYC's Code of Conduct), violation of these may lead to disciplinary measures. Acceptance of responsibility will provide students with greater opportunity to serve themselves and society by learning from mistakes.

If you would like additional information about KIPP NYC's Disciplinary Policy and procedures, we welcome you to reach out directly to Yanet Lewis. KIPP NYC's positive approaches to encouraging responsible behavior are supplemented by the following disciplinary procedures designed to prevent disruption of the educational environment without compromising the rights of the student to continued academic support:

Search and Seizure

In accordance with New York State law and the Chancellor's regulation of September 2000 [A-432], students have a constitutional right to be free from unreasonable searches and seizures. A student's person and possessions may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age or sex of the student or nature of the infraction. Searches will be conducted with a reasonable degree of privacy and consideration for the dignity of the individual. New York City Board of Education procedures for search of students, their belongings, and their lockers will be followed as set out in the Chancellor's September 2000 regulation [A-432].

Any confiscated item that could potentially cause harm to the student, staff, or community (e.g., weapons, narcotics, pornography, etc.) will not be returned to the student or guardian. Said contraband will be logged and disposed of in accordance with school policy.

Restorative Responses

KIPP NYC schools strive to be restorative spaces, in which students and staff are given the opportunity to repair any harm they have caused. Restorative Justice is a method of disciplining students that seeks to provide a balanced process that allows for coming to a solution rather than being punitive. In doing so, schools will employ affective statements, restorative questions, informal conversations, proactive and restorative circles (both peer- and staff-led), and formal conferences. All of these can result in a recommended sanction, which is agreed upon by all stakeholders. These sanctions can include community service, written letters of apology, or any other repair to the harm caused. The following behaviors will be met initially with a restorative response.

- Repeated failure to adhere to community norms
- Educational dishonesty (cheating) on school assignments
- Use of forged notes or excuses
- Theft of low-value items
- Gambling
- Verbal arguments with another student or with a staff member
- Obscene or abusive language or gestures
- Attire in violation of the KIPP student dress code
- Bullying of another student, which is substantiated following an investigation. In general, bullying:
    - Is targeted and repeated
    - Involves a power imbalance
    - Creates a hostile environment
    - Has substantial negative consequences

Please note that any of the above behaviors, chronic and causing harm that has not been repaired, will warrant a disciplinary action.

Removal of Students From Classrooms By Teacher

When a student engages in misbehavior that does not warrant suspension, but is still disruptive to the educational process, the student may be removed from the classroom by the teacher. The teacher must inform the Principal or another member of the School Leadership Team (Principal/designee) of the removal no later than the end of the school day. As soon as possible, the Principal/designee should confer with the teacher to review the circumstances leading to the removal and determine the professional, pedagogical and classroom management criteria and standards that were used in deciding that a removal was to be imposed. The student should be removed from the class/classes for as little time as possible (with a maximum of up to 4 days) with continuous assessment of readiness to return to class, as determined by the Principal/designee in consultation with the teacher. In determining the number of days, consideration will be given to the student's age, maturity, previous disciplinary record, the circumstances surrounding the incident and, if applicable, the student's IEP, Behavioral Intervention Plan ("BIP"), or a 504 Accommodation Plan. In addition, consideration shall be given to whether, because of the student's grade, the removal will result in the student being removed from the classroom for a single class period or for the entire day. During the period of removal from

class, the child will be present for the full school day and be provided with on-site supervision as well as the opportunity to continue with schoolwork.

The alternative instruction program will include counseling support, services as required by a student's IEP, and the same or substantially similar academic curriculum that students would receive if attending regular classes. Prior to any removal from class, the student will be advised of the behavior that led to removal and will be provided an opportunity to respond to the teacher and to the Principal/designee. If the Principal/designee, after hearing the student's explanation, believes that removal is warranted, the Principal/designee will make the necessary arrangements and notify the student's parents/guardians who will also have an opportunity to review the facts.

Parents/guardians will be notified of any removal from class. Any removal from class for multiple instructional periods will be tracked centrally by the school as a Removal from Class.

If a student who is removed from class on more than one occasion does not have an IEP and BIP, and the facts surrounding the removal suggest that the student's behavior is impeding learning, the Principal/designee may coordinate with the Director of Student Support, the student's deans, school social worker, and/or other teachers who support the student (the "Child Study Team") to determine if the student qualifies for additional interventions. These interventions may be informal, or could result in a referral to the Committee on Special Education ("CSE") for an IEP or for a Functional Behavior Assessment ("FBA"), which could then lead to a BIP. If the student already has an IEP and BIP, either of these documents may need to be reviewed and updated in order to better serve the student's needs. Families will be informed of each step named above and invited to participate in the determination of interventions and, if needed, in the creation of a BIP or IEP.

KIPP NYC is committed to providing staff with Crisis Prevention Intervention ("CPI") training which has been shown to be the most effective way to remove a student from a classroom while ensuring the safety, security, respect and welfare for the student and classroom. In the few instances a student's behavior presents a safety or severe disruption risk, a small team of CPI-trained school-based staff will respond utilizing CPI techniques. Supportive de-escalation techniques are initially used so that classroom removal is a last resort. Parents/guardians will be notified when this happens and staff carefully documents what happened in order to learn from the experience and adjust student support if necessary.

Suspension

The transition from an adversarial justice process, *i.e.* suspension, to one that is more restorative requires significant change in both practice and principles. While there are many practical applications of restorative justice, it is important that such practices be based upon a shared set of principles and values. When removing a student from the community, it is important to acknowledge the community norm that has been violated and the impacts of the violation on community members.

In collaboration with students and teachers KIPP NYC has created a Code of Conduct which identifies certain behaviors that are punishable by suspension from class or school. Suspension is a serious consequence. During their suspension period, suspended students will not be allowed to participate in any non-core instructional school activities.

When misbehavior involves communication, gestures, or expressive behavior, the infraction applies to oral, written, or electronic communications, including but not limited to texting, emailing, and social networking.

The following conduct may result in suspension, whether it occurs on campus, at school sponsored events (including field trips), on school buses, or on other-than-school property (including conduct on the internet or "online") when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community:

- Shoving, pushing, hitting, kicking, punching, scratching, or engaging in a physical altercation with a fellow student or staff member
- Endangering the physical safety of another by the use of force, threats of force, or intimidation to place the victim in fear of bodily injury
- Conduct which significantly disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others
- Failure to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students or otherwise demonstrating belligerence or disrespect, where such failure to comply or demonstration of belligerence or disrespect presents a safety or severe disruption risk
- Theft or destruction of school property or the property of community members
- Extortion
- Possessing a weapon, displaying what appears to be a weapon, or threatening to use a weapon
- Significant abuse of high-value school property or equipment for which harm is not repaired
- Verbal or physical harassment based on actual or perceived race including traits historically associated with race (such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, nationality, ethnicity, religion, religious practice, disability, sex, gender identity and expression, weight family composition, economic circumstance, physical characteristic, medical condition or school performance that is substantiated following an investigation
- Bomb threat, threat of violence, or false emergency alarm that compromises the safety of the school community
- Possession, distribution, or use of controlled substances, tobacco, marijuana, alcohol, or related paraphernalia (including pipes and vaping devices) within school, on school grounds, on school buses, or during a school activity
- Making a material false statement – i.e., lying -- to a teacher, principal, or other school personnel that results in significant harm to the school community
- Any repeated and chronic harm-causing behaviors for which a restorative response has not resulted in a change in behavior
- Harassment or bullying of another student or a staff member that is substantiated following an investigation
- Sharing or viewing of sexually explicit, violent, racist or otherwise harmful content
- Creating harassing or impersonating content on social media, or any similar platform, designed to harass, humiliate, or otherwise harm any member of the school community
- Academic dishonesty

- Instigating, organizing, or otherwise inciting violent behavior or significant conflict between members of the community
- Engaging in inappropriate or sexual contact with another peer on school grounds.

Alternative instruction will be provided during any period of suspension. Suspensions may be served with students receiving alternate instruction either in the school or off-site. Additionally, referrals to community linkages and support wraparound services may be provided, as needed, during any period of suspension. Following any suspension, students will participate in a restorative process with any students or staff involved in the removal.

Short-term Suspension With On-site Alternative Instruction: Not To Exceed Ten School Days

Because we believe that students can benefit from instruction in a school setting even when suspension is an appropriate disciplinary response, we provide alternative instruction for suspended students within the school setting unless the severity of the conduct leading to the suspension makes immediate return to school inappropriate or the school does not have adequate facilities or staff to provide a supervised alternative program. To the extent possible, the alternative in-school instruction program will be hosted at the student's home school or another KIPP NYC school with adequate facilities. The alternative program will provide counseling support and the same or substantially similar academic curriculum that students would receive if attending regular classes. Alternative instruction will be provided for at least two hours per day.

Short-term Suspension With Off-site Alternative Instruction: Not To Exceed Ten School Days

If the school does not have adequate facilities for in-school alternative instruction or if for any other reason, the student's presence in the school causes a risk of continuing disruption or a risk of danger for the student or others, the Principal may direct that the alternative instruction be provided off-site.

For suspension of students with disabilities, please see section "Additional Protections for Students with Disabilities" below.

If you would like additional information about KIPP NYC's Disciplinary Policy and long-term suspension procedures, we welcome you to reach out directly to Yanet Lewis.

Long-term Suspension: More than 10 days

As with short term suspension, alternative instruction may be provided in-school or outside of school, depending on the facilities in the school, the severity of the conduct which led to the disciplinary proceeding and whether return to school can be safely accomplished without continuing disruption or danger to the student or others.

A student who commits any of the infractions listed below will be subject to suspension for more than ten days.

- Possession within school, on school grounds, on school buses or during any school activity, of any weapon identified in the Citywide Behavioral Expectations to Support Student Learning as a Category I or Category II Weapon, including, any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object
- Arson on school property, whether accomplished or attempted
- Possession or use of illegal drugs or controlled substances within school, on school grounds, on school buses, or during a school activity
- Selling, distributing or purchasing illegal drugs or controlled substances within school, on school grounds, on school buses or during any school activity
- Violence against or assault of another student resulting in physical injury or any assault or violence towards a staff member
- Intentionally causing physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury
- Causing major damage to school property

In addition, as noted above, a student who commits any of the acts previously described as punishable by short term-suspension may also be subject to a long-term suspension at the Chief Schools Officer's discretion based on the severity of the offense or whether the student has previously been suspended for the same or a similar offense.

Further, KIPP NYC will comply with Federal and New York State law, which require suspension from a school for a period of not less than one year upon a finding that a student has brought a firearm to school or has possessed a firearm at school. In accordance with these laws, the Chief Schools Officer may reduce the period of suspension for a student on a case-by-case basis if individual circumstances warrant such reduction.

If you would like additional information about KIPP NYC's Disciplinary Policy and long-term suspension procedures, we welcome you to reach out directly to Yanet Lewis.

Process for Short-Term Suspensions with Alternative Instruction provided, In School or Out of School

Before imposing any short-term suspension, whether with on-site or off-site instruction, the Principal or an assigned member of the School Leadership Team (Principal/designee) will immediately inform the student in writing or orally of the reason for the suspension and will give the student an opportunity to deny or explain the charges. If the student denies the charges, school leadership will provide the student with (i) an explanation of the evidence it has and (ii) an opportunity to present their side of the story. If possible, the Principal/designee will also meet with the parent/guardian before deciding that suspension is justified.

If the Principal/designee concludes, after meeting with the student and reviewing the incident, that the student has violated the KIPP NYC Code of Conduct and that the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the suspension will be effective immediately. The Principal/designee will immediately notify the

student and the student's parent(s) or guardian(s) in writing that the student has been suspended from school. Such written notice shall provide a description of the incident which resulted in the suspension, shall state the day of expected return to school, shall explain that the suspension was effective immediately because of an ongoing threat of disruption to the academic process and/or a continuing danger to persons or property, and shall offer the parent/guardian an opportunity for an immediate informal conference. The written notice and informal conference will be conducted, to the extent possible, in the primary language used by the parent(s) or guardian(s).

Within 24 hours of suspension, written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to ensure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone. E-mail may be used if it is the only alternative.

Following the informal meeting, if the Principal/designee determines that the suspension was justified, the parent(s)/guardian(s) may appeal the decision first to the Managing Director, and then to the Chief Schools Officer. As part of such appeal, the Managing Director and/or the Chief Schools Officer will offer the parent(s)/guardian(s) a timely opportunity to meet and present any relevant information orally or in writing. The Managing Director and/or Chief Schools Officer will provide the parent(s)/guardian(s) with a prompt decision concerning the appeal following the meeting.

After appealing to both the Managing Director and the Chief Schools Officer, if the parent/guardian is dissatisfied with the final determination of the Chief Schools Officer, the parent/guardian can use the complaint procedure described below to appeal from this determination.

Process for Long-Term Suspensions, with Alternative Instruction provided In School or Out of School

After the Principal/designee reviews the facts they may decide that a long-term suspension is warranted and that the student's continued presence in school presents a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If this occurs, the Principal/designee shall inform the student that suspension is effective immediately and that a suspension hearing will be scheduled. The Principal will then immediately notify the student and the student's parent(s) or guardian(s) in writing. Within 24 hours of suspension, written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone. Such written notice shall provide a description of the incident or incidents, which resulted in referral for a long-term suspension and shall offer the opportunity for an immediate informal conference with the Principal. The letter will also set a date and time for a formal hearing and will advise student and parent/guardian about the student's right to bring counsel to the hearing and to present evidence on their own behalf. At the hearing, the student shall also have the right to (i) confront and cross-examine witnesses supporting the charge and (ii) call their own witnesses to verify their version of the incident. The written notice, the informal conference, and the formal hearing will be conducted, to the extent possible, in the dominant language used by the parent(s) or guardian(s).

If after the informal meeting, the Principal/designee and parent/guardian do not come to agreement on a plan for student's return to school, the school will proceed with the formal hearing. The Chief Schools Officer may preside over the hearing or may appoint a hearing officer to prepare findings of

fact and a recommendation as to the appropriate measure of discipline. The Chief Schools Officer will arrange for a record to be made of the suspension proceeding.

If the parent/guardian is dissatisfied with the determination of the Chief Schools Officer/hearing officer, the parent/guardian can use the complaint procedure described below to appeal from this determination.

Alternate Instruction

KIPP NYC will assure that alternative instruction is available for students who have been removed from class or suspended. Alternative instruction may take the form of (1) group instruction within the school setting, (2) individual tutoring within the school setting, (3) individual tutoring outside of the school setting or (4) individualized arrangements between the school and family for the delivery of services, pick-up/delivery of work, and a plan for making up of any missed assignments and instructional support. If the student has a disability, Individuals with Disabilities Education Act "(IDEA") accommodations will remain in place. In all cases for students of elementary school age at least two hours of instruction a day will be provided, for students in middle school or high school, at least three hours of instruction a day will be provided.

Additional Protections for Students with Disabilities

Discipline of a student with a disability will be consistent with federal and state laws and may be adjusted to reflect individual needs. Federal and state law protections will apply whether the disability has been formally identified by the CSE or the parent/guardian has asserted the right to these protections and the school is deemed to have had knowledge of a disabling condition before the behavior occurred that is the subject of the disciplinary proceeding. The following guidelines will be followed:

1. A student whose IEP includes a behavior intervention plan which identifies specific consequences for certain kinds of conduct will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is concern for the health and safety of the student or others, the school will begin the process of re-evaluating the plan to ensure it reflects the needs of the student. Should the student's IEP need to be re-evaluated, the school will work in conjunction with their district's CSE to do so. This process may result in updated services and/or a change in recommended placement.
2. A student whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy, but may not be suspended for more than ten days except as described in Paragraph 3, below.
3. If a student with an IEP has been referred for suspension for a violation of the KIPP NYC Code of Conduct punishable by more than ten days, KIPP NYC will immediately refer the student to the CSE for a Manifestation Determination Review ("MDR") to determine whether the conduct which is the subject of the suspension is connected to the student's disability. KIPP NYC will notify the parent(s)/guardian(s) about the suspension in writing and will also notify them of the referral to the CSE and will provide them with access to the Procedural Safeguards Notice. If a disciplinary removal in excess of ten days is contemplated, KIPP NYC may also initiate the process of re-evaluating the student's IEP and/or initiating or re-evaluating an FBA.
4. If a student with a 504 Accommodation Plan is referred for suspension for a violation of the KIPP

NYC Code of Conduct that is punishable by more than ten days, KIPP NYC will convene a meeting of its Section 504 Team to determine whether the conduct which is the subject of the suspensions is connected to the student's disability.

5. If a student identified as having a disability is suspended repeatedly and a further suspension might result in a total of more than ten days out of school during the school year, the student will be referred to the CSE for an MDR. An FBA may be initiated or a current BIP may be re-evaluated. In considering the placement of a student referred because of a series of disciplinary problems, the CSE will be expected to follow its ordinary procedures with respect to parental notification and involvement. If the CSE finds that the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, the student will return to school and KIPP NYC will work with the CSE to conduct an FBA on school premises. If the student's IEP is deemed insufficient for meeting the student's needs by any party: the family of the child, the CSE, or KIPP NYC, then the child may be referred for a re-evaluation of the IEP. This process may result in a change of services and/or in a change of recommended placement. If the behavior is not a manifestation of disability, the suspension may continue and KIPP NYC may refer the student to the school's Child Study Team to determine if additional interventions are needed. This process may result in a referral for an FBA.

A student whose conduct is a manifestation of a disability (as determined by the CSE or a Section 504 Team) will be returned to class as soon as possible (but should not exceed ten days in any event) unless the student's parent(s)/guardian(s)' consent to a change of placement or unless the student is found guilty of one of the following three offenses which are punishable by long-term suspension, whether or not they are a manifestation of the student's disability:

- Carrying a weapon to or possessing a weapon at school, on school premises, or at a school function;
- Knowingly possessing or using illegal drugs or selling or soliciting the sale of a controlled substance at school, on school premises, or at a school function;
- Inflicting serious bodily injury upon another person, while at school, on school premises or at a school function.

If the Chief Schools Officer or other hearing officer appointed by KIPP NYC finds that the student was guilty of any of these three categories of offenses, KIPP NYC will work with the CSE to transfer the student to an interim alternative educational setting for up to forty-five days. KIPP NYC and the CSE will arrange for instruction for the student in this alternative setting. Instructional services should be adequate to enable the student to appropriately progress in the general curriculum and to achieve the goals of their IEP. Students will have access to their mandated special education services during this time, or to a comparable service that provides a similar level of service to what is stated on the student's IEP. Some of these services may be provided remotely. The student may also be referred for an FBA. If, upon review, it is determined that the student's behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student in accordance with standard school policy.

Parent(s)/guardian(s) may request an Impartial Hearing to challenge the manifestation determination. The Request will be made in accordance with procedures developed by the Department of Education for appeals from decisions of a CSE. The student will remain in their current educational placement pending the determination of the hearing, but if the student is attending classes in an alternative setting at the time of the appeal from the manifestation determination, the student shall remain in the

alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first.

Restorative Re-Entry Process

Prior to returning from a suspension, the student should participate in a harm circle. Stakeholders (or school administrators) provide an opportunity for community members involved in the incident to come together to address harmful behavior in a process that explores harms and needs, obligations, and restoration.

Expulsion: Permanent Removal From KIPP NYC And Transfer To Another Setting

KIPP NYC is committed to continuing to work with students who have engaged in conduct which leads to long-term suspension. Alternative instruction will be provided during the period of suspension and efforts will be made to successfully transition the student back to the school community after the period of suspension is concluded.

If, however, a student during the period of long-term suspension or after they have returned to school following a long-term suspension engages in additional acts which threaten the safety of individuals in the school community, the Chief Schools Officer may initiate procedures leading to expulsion of the student and permanent separation from the KIPP NYC community.

Procedures for Expulsion

Procedures for long-term suspension will be followed, but if the Principal/designee determines that long term suspension may be warranted and that such suspension will be the second long-term suspension for the student, a finding of guilt by a hearing officer may result in a recommendation for expulsion. Written notice of the charges and hearing procedures will advise parents/guardians and the student that the hearing may result in such recommendation.

Notwithstanding the above, a finding of guilt by a hearing officer may also result in a recommendation for expulsion if a student (including a student who has never previously received a short or long term suspension) was in possession of a weapon, involved in gang violence, assault (including sexual assault), or extreme acts of violence or extreme threats of violence against a person, was involved in repeated drug offenses that harm the school community, sexually harassed or distributed sexually explicit images or videos of a community member, and/or engaged in behavior that results in significant danger or harm to members of the school community by involving, inviting or instigating individuals from outside the school community to cause harm.

At the hearing, the student shall have the right to:

1. Be represented by counsel;
2. Confront and cross-examine witnesses supporting the charge; and
3. Call their own witnesses to verify their version of the incident.

If the parent/guardian is dissatisfied with the determination of the hearing, the parent/guardian can use the complaint procedure described below to appeal from this determination.

The Chief Schools Officer or other Hearing Officer may, upon a finding of guilt, recommend to the KIPP NYC Chief Executive Officer ("CEO") that the student be immediately suspended for the balance of the school year and, in addition, permanently expelled. The decision concerning expulsion, based upon a review of the record of the proceedings and the student's past disciplinary history, will be made by the CEO. The Board of Trustees of KIPP NYC Public Charter Schools will be notified of the CEO's decision and will have ten business days to notify the CEO if they disagree with the decision. If the Trustees do not notify the CEO of a disagreement with the CEO's decision, the expulsion decision shall be deemed final (subject to the appeal procedure described herein.) Pending review of the expulsion recommendation, the student will remain on long-term suspension.

Parents/guardians and families are welcome to access additional information about KIPP NYC's Code of Conduct at any time by contacting the Main Office.

Dignity For All Students Act (DASA)

KIPP NYC College Prep will provide training to staff each year on the Dignity for All Students Acts (DASA) and its zero tolerance policy against harassment, discrimination, or bullying for any civil liberty. The Dignity Act Coordinator (DAC) at your school is your school-based Social Worker.

KIPP NYC is committed to creating and maintaining a safe and supportive environment. Acts of bullying (including cyberbullying), discrimination and harassment which create a hostile school environment are prohibited, and students who commit such acts are subject to the disciplinary procedures described above in the KIPP NYC Code of Conduct.

Upon receipt of a report of a material incident of harassment, bullying, and/or discrimination, the Principal shall take prompt action to intervene. After receiving a complaint, the DAC will conduct an investigation to determine whether the incident was a DASA incident (discrimination based on a civil liberty) or another type of behavior. The DAC will conduct the investigation with the complainant, target, and witnesses first, and then the alleged aggressor and their parent or guardian.

Intervention may include one or more of the following:

1. Initiating disciplinary proceedings, as above, and/or engaging the student who has done the bullying in a restorative activity such as writing a statement about the misbehavior and how it might affect others;
2. Providing supportive intervention and mediation to assist in conflict resolution;
3. Assigning adult mentors to the student who has been bullied and to the student who was responsible for the conduct;
4. Arranging class discussions or school meetings to re-emphasize behavioral expectations; and/or
5. Referring any student who has been a victim of bullying to counseling; notifying parents/guardians of all students involved.

Retaliation against any student or teacher who reports or assists in the investigation of harassment, bullying or discrimination is strictly prohibited and will be subject to disciplinary measures. The investigation and resulting plan to mitigate the situation will be formally documented.

Title IX

Title IX of the Education Amendments of 1972 (20 U.S.C. 1681) and its implementing regulations (34 C.F.R. 106) prohibit sex discrimination.

KIPP NYC does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates. Please see KIPP NYC'S Title IX Policy available on KIPP NYC's website (www.kippnyc.org) for more details.

Title IX Notice of Non-Discrimination on the Basis of Sex

KIPP NYC prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator: Meeta Gandhi, KIPP NYC Chief Equity Officer, 1501 Broadway, 10th Floor, Suite 1000, New York, NY 10036.

Technology Use

Technology can be a great learning tool. However, KIPPsters should use technology safely and responsibly.

By "technology" we mean computers, tablets, phones, mobile devices, the Internet, social media applications, blogs, email, chat rooms, and other online services, including 'Artificial Intelligence' (AI) services, 'Large Language Model' (LLM) services, and similar services.

KIPP NYC's Acceptable Use Agreement covers the use of ANY technology (not just technology owned by the school), including off-campus use and use of social media, which could disrupt the school or KIPPsters' education and/or interfere with others' rights. This policy is meant to be representative, and does NOT cover every single situation.

- BE SAFE
- BE APPROPRIATE
- BE RESPONSIBLE

If you violate this policy, you may lose technology privileges or be subject to other disciplinary consequences. KIPP NYC can monitor the use of its technology at any time. KIPP NYC may also use filtering software that blocks inappropriate content and/or websites.

KIPP NYC reserves the right to assess a fee to families in cases where students damaged staff or student technology hardware through neglect or misuse.

Acceptable Internet Use Agreement

Student use of the Internet at KIPP NYC is a privilege. KIPP NYC students agree that they will not participate in any of the following activities when using the Internet:

- Sending or displaying offensive pictures, using obscene language, or harassing, insulting, threatening or abusing other network users (cyber-bullying);
- Any activity that encourages the use of drugs, alcohol or tobacco, or that promotes any activity prohibited by law or KIPP NYC policy;
- Posting, sending or displaying any personal identifiable information, including to any web services or sites on the Internet (including AI products);
- Posting, sending, or displaying photos and videos without consent;
- Using the Internet for financial gain;
- Damaging or disrupting equipment, software or system performance;
- Using others' passwords or accounts;
- Posting anonymous messages or messages with a false identity;
- Trespassing in or deleting files, info, or data that does not belong to you;
- Downloading or printing files or messages that are profane, obscene, or that use language that offends others;
- Playing unauthorized games;
- Computer piracy, hacking, or any tampering with hardware or software;
- Using the Internet for any illegal activity, including violation of copyright or other laws;
- Activities that allow a computer or network to become infected with a virus or other destructive influence(s).

Violation of this agreement could result in loss of a student's online privileges, or other disciplinary action. Note that student behavior on social media that violates KIPP NYC's Acceptable Use Agreement or Bullying Policy is also subject to disciplinary action consistent with the KIPP NYC Code of Conduct.

Student Participation in Online Learning Policy

KIPP NYC utilizes online services and educational tools to support students in class and outside of class as a continuation of our educational program. Students may participate virtually in online learning activities, communicate with classmates, teachers, and other school employees, and receive other support services. Students will have access by using their school-issued email address or other credentials provided by KIPP NYC.

The rules and responsibilities of the student apply online just as they do for in-person learning. Students must attend scheduled online meetings in a timely manner, prepare in advance for the lesson, and participate in a meaningful and respectful manner. Online tests, assignments, and/or other assessments will be included in the evaluation of students' work. As applies at all times, students are expected to do their own work in compliance with KIPP NYC's rules related to cheating, plagiarism or other violations of KIPP NYC's behavioral expectations as outlined in this Student and Family Handbook. Students are expected to use appropriate display/user names if required to be created for access to the online platforms.

KIPP NYC's Acceptable Use Agreement, as well as the Student and Family Handbook, including but not limited to the policies and procedures related to the Code of Conduct, Bullying and Technology, shall apply to your child's participation in any online learning activities. You understand and acknowledge that all of KIPP NYC's policies and procedures apply to students while participating in online learning, you will communicate these responsibilities to your child(ren), and you will ensure that your child(ren) complies with all school policies while participating in online learning.

KIPP Washington Heights Elementary School may conduct additional online support both through pre-recorded sessions and through live instruction and interactions using online platforms. Live instruction may be recorded by teachers for educational purposes and may be shared with others, such as students or employees of KIPP NYC. As a result, a student's image, likeness, or voice may be recorded while he or she is participating in online learning.

Direct recording or downloading of online classes or other on-line interactions with a student or students by a student or parent/guardian is not permitted. Please remember that an example of bullying/harassment is the online posting of images (including profile pictures) that are meant to hurt or embarrass others. If you need a recording of a class, please reach out to the teacher or consult the Learning Management System for the posting.

With any online platform there are privacy considerations and risks. If interested, please visit the KIPP NYC website (www.kippnyc.org) to see the privacy policies of KIPP NYC and the various online services and educational tools utilized by KIPP NYC. It is important that parents/guardians recognize and accept these considerations as we engage in remote learning. **Your child's participation in any online learning opportunities serves as your acknowledgment, understanding, and agreement to the terms and conditions of the program and the obligation to comply with the policies as described in this policy.**

Consumer Artificial Intelligence tools

KIPP NYC curriculum may, from time to time, involve the use of student-facing or teacher-facing 'Artificial Intelligence' tools or tutoring services. KIPP NYC will make every effort to provide selective access to those tools for which the district has fully reviewed the platform; however, due to the dynamic nature of the Internet, there may be non-contracted online consumer AI services that become available to students and staff from time to time. Students and staff are expected to adhere to the tenets of their respective Acceptable Use Agreements when engaging in the use of online consumer AI tools and other Artificial Intelligence tools.

Augmented and Virtual Reality Tools

From time-to-time, students may be offered the opportunity to use Augmented Reality tools (e.g., virtual reality headsets) during the course of regular classroom instruction. Keeping in mind that the physical reaction to these tools can include dizziness, nausea, blurry vision, etc., we respect the right of students to decline the use of the tools if the use of the tool creates discomfort to the student.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that grants parents/guardians five basic rights regarding their child's school records:

- The right to inspect and review your child's education records.
- The right to request the amendment of your child's education records that you believe are inaccurate or misleading, or otherwise in violation of your child's privacy under FERPA.
- The right to provide written consent before the school discloses personally identifiable information in your child's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to be informed of your rights under FERPA.
- 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 Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605

FERPA grants these rights to a student's parents/guardians, including non-custodial parents or parents who do not live with their children, unless a court order forbids it. When a child turns 18, the parent/guardians' rights under FERPA transfer to the student.

FERPA requires that KIPP NYC, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. In addition to the rights outlined above, FERPA also gives KIPP NYC the option of designating certain categories of student information as "directory information." Directory information is information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow KIPP NYC to include information from your child's education records in certain written and digital school publications or on KIPP NYC's website or social media accounts. Examples include, but are not limited to: A playbill showing your student's role in a drama production; A yearbook; Honor roll or other recognition lists; School newsletters; and Graduation programs. Directory information includes a student's name, age, address (except information about a homeless student's living situation), ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems (only if the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the student's identity), telephone number, field of study, email address, grade level, most recent education agency or institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors, scholarships, and awards received, and likeness (for possible use in video and still images for the KIPP NYC website and social media accounts and press releases to the local media). KIPP NYC may disclose appropriately designated "directory information" without written

consent, unless you have advised KIPP NYC to the contrary. You may object to the release of any or all of this "directory information." If we do not receive a written objection, we will be authorized to release this information without your consent.

Title 1

As a Title I Schoolwide LEA and school, each KIPP NYC school implements a Parent/Family & Guardian Involvement Policy in adherence to the federal Every Student Succeeds Act (ESSA), offering programs, activities and procedures for the involvement of parents and guardians in all of its schools with Title I, Part A programs, consistent with ESSA Section 1116. These programs, activities and procedures are planned and operated annually by KIPP Washington Heights Elementary School with the consultation of parents and guardians.

We welcome active parent/family and guardian involvement in our school community. KIPP NYC schools believe strongly that an effective school requires the active involvement of families in all aspects of the school. Building the foundation for the KIPP NYC family relationship begins immediately once a family enrolls a student in our schools. Specifically our parents and guardians can expect:

- Timely information about Title I programs. School staff will keep parents and guardians updated about the types of services their children are being provided, the planned duration of services, and the goals of the services;
- The child's individual student assessment results, including an interpretation of such results. School staff will provide these results and will go over the interpretation with the parent or guardian at a scheduled meeting;
- A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and guardians will receive this information at the annual Title I meeting, the annual curriculum night, and/or the annual orientation for caretakers at the beginning of every school year;
- Opportunities for regular meetings. The School Principal, the Deans, and teachers will be attentive to parent/guardian and family needs, and will schedule parent or guardian meetings as requested and is feasible.

A copy of KIPP WHES's complete Parent/Family & Guardian Involvement Policy can be obtained by contacting 212-991-2630.

Additionally, the Every Student Succeeds Act (ESSA), requires school districts that receive federal Title I funding to notify parents and guardians of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, KIPP WHES will provide you with this information in a timely manner if you request it. Please feel free to contact the school at 212-991-2630 if you wish to receive this information or if you have any questions.

McKinney-Vento / Services to Students in Temporary Housing

The McKinney-Vento Act, under the Every Student Succeeds Act, provides special protections for students in temporary housing. It defines students in temporary housing as those lacking a **fixed, regular, and adequate** nighttime residence. This includes those:

- Sharing the housing of others due to loss of housing or economic hardship
- Living in emergency or transitional shelters
- Living in motels, hotels, cars, parks, train stations, abandoned buildings, etc.

Every student has the option to complete a housing questionnaire upon enrollment at a KIPP NYC school to identify students who may be in temporary housing. Additionally, teachers and staff are trained to also be aware of signs that a student has moved into temporary housing, and will work to make sure that student addresses are regularly updated as families move during the year. Students in Temporary Housing are entitled to protections related to enrollment, transportation, and meals. Please contact your school Social Worker / McKinney Vento Liaison should you have any additional questions.

Mandated Reporters

Preserving the safety and wellbeing of every KIPPster is central to the work of KIPP NYC. If at any time a KIPP Washington Heights Elementary School employee becomes aware that a student may have been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to protect the child from harm, they are required by law to report the behavior or incident to the New York State Central Register of Child Abuse and Maltreatment (SCR). The KIPP NYC employee is also required to notify their Principal/Designee and school Social Worker of the situation. Staff must also refer students to the Principal/MD and a school Social Worker if they exhibit signs of hurting themselves or others.

Complaints Submitted To The Board Of Trustees

A parent, legal guardian or other party with a direct interest in the school, or group of same, may bring a complaint to the Board of Trustees of KIPP NYC Public Charter Schools to allege a violation of law or the charter. Information about Board meetings can be found on our website at http://www.kippnyc.org/. KIPP NYC Public Charter Schools Board meetings are open to the public, and we invite families to join.

The decision to suspend a student or expel may be appealed by submitting, in writing, a complaint to the Chair of the Board of Trustees KIPP NYC Public Charter Schools at 1501 Broadway, Suite 1000, NY, NY 10036. Such appeal should be filed within thirty days of a suspension or expulsion and be submitted to the Board of Trustees at least two weeks prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting.

Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall as necessary render a determination in writing.

Pursuant to section 2855(4) of the New York State charter law, if an individual or group filing a complaint to the Board of Trustees, including an appeal of a suspension or expulsion decision, is not satisfied with the way that the Board has addressed the complaint, that individual or group may present the complaint to the charter authorizer, which shall investigate and respond. If the individual or group is not satisfied with the actions of the authorizer in reviewing the complaint, further appeal may be made to the Board of Regents of the State of New York, which shall investigate and respond. The authorizer and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees to effectuate the provisions applicable under the New York State Charter School law.

Charter Authorizers:

For all other KIPP schools, please contact SUNY Charter Schools Institute at H. Carl McCall SUNY Building, SUNY Charter Schools Institute, SUNY Plaza, 353 Broadway, Albany, NY 12234 (or via email: charters@suny.edu).]

The KIPP Foundation

The KIPP Foundation is a non-profit that, as part of its philanthropic mission, supports public charter schools. The KIPP Foundation does not operate or manage KIPP NYC Schools or its employees. KIPP NYC and the KIPP Foundation are separate entities, with separate boards and leadership. KIPP NYC personnel are not employed by the KIPP Foundation.