



PreK3 – 8TH

Student & Family Handbook

2026 – 2027 School Year

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ABOUT KIPP DC

KIPP DC is a network of public college-preparatory charter schools in Washington, DC, committed to serving the city's most educationally underserved communities. Led by Chief Executive Officer Shannon Hodge, at KIPP DC, we dedicate our resources to outstanding educators, more time in school, a rigorous college-preparatory curriculum, and a strong culture of achievement to support all our students make significant academic gains and continue to excel in high school and college.

In 2001, founder Susan Schaeffler and a team of dedicated educators established KIPP DC's first school, KEY Academy Middle School, in a church basement in Anacostia. Beginning with 80 fifth graders, KEY Academy grew to become one of the highest-performing public middle schools in the district. Due to the outstanding success of KEY Academy, KIPP DC expanded to reach more students, and now serves over 7,000 students in prekindergarten through 12th grade, on 8 campuses in Wards 2, 5, 7, and 8.

OUR MISSION

At KIPP DC, our mission is to work together with families and communities to create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

LOGISTICS

SCHOOL AND CAMPUS DIRECTORY

SNOW AND EMERGENCY INFORMATION LINE – (202) 253-6921

Benning Campus Ward 7 4801 Benning Rd., SE Washington, DC 20019	Douglass Campus Ward 8 2600 Douglass Rd., SE Washington, DC 20020	Shaw Campus Ward 2 421 P St., NW Washington, DC 20001	Smilow Campus Ward 7 5300 Blaine St., NE Washington, DC 20019	Webb Campus Ward 5 1375 Mt. Olivet Rd., NE Washington, DC 20002	Wheeler Campus Ward 8 3301 Wheeler Rd., SE Washington, DC 20032
LEAP Academy	Discover Academy	Grow Academy	Arts & Technology Academy	Connect Academy	Pride Academy
PreK3 - PreK4 202-582-5327 Principal: Michael Woods	PreK3 - K 202-678-7735 Principal: Sheila Lewis	PreK3 - K 202-986-4769 Principal: Bria Petty	PreK3 - K 202-398-6811 Principal: Lakisha Robinson-Steward	PreK3 - K 202-936-5477 Principal: Amber Boothe	PreK3 - K 202-562-9101 Principal: Salvatore Negrete
Promise Academy	Heights Academy	Lead Academy	Quest Academy	Spring Academy	Inspire Academy
K-4th 202-582-1390 Principal: Chelsea Dunn	1st-4th 202-610-5323 Principal: Michael McGee	1st-4th 202-469-3300 Principal: Lauren Hilliard	1st-4th 202-398-6811 Principal: Stephanie Beltran	1st-4th 202-397-5477 Principal: Quintin Lewis	1st-4th 202-562-9001 Principal: Nicholas Spezia
KEY Academy	AIM Academy	WILL Academy	Valor Academy	Northeast Academy	Honor Academy
5th-8th 202-582-5477 Principal: Katlyn Oblinger	5th-8th 202-678-5477 Principal: Rashaand Sass	5th-8th 202-328-9455 Principal: Lauren Catalano	5th-8th 202-398-6811 Principal: Ketica Guter	5th-8th 202-396-5477 Principal: Erin Huseby & Shemira Pennyman	5th-8th 202-562-9101 Principal: Vincent Rawlings

The Learning Center	Innovative Virtual Learning
PreK3 – 8th 202-562-9101 Director: Michael Cordell	Program Director Kelly Casagrande

WEBSITE AND MEDIA RELEASE

KIPP DC's website (www.kippdc.org) contains useful information for families including a calendar, announcements, enrollment details, after-school program opportunities, and more! You can also follow us on Facebook, Twitter, and Instagram:

- Facebook: <https://www.facebook.com/KIPPDC>
- X (formerly known as Twitter): https://x.com/KIPP_DC
- Instagram: <https://www.instagram.com/kippdcschools/>

During the online enrollment period, the parent/guardian of each student is asked to complete a Student Media Release Form, which grants permission for KIPP DC and any school-approved partner to take and use photographs of our students for school-related reasons.

STUDENT CONTACT LIST

Parents and Guardians are required to provide their student's school with an up-to-date contact list for each student enrolled. The list must include contact information for the student's parent/guardian and at least three (3) other individuals authorized to pick the student up, drop the student off and to serve as emergency contacts, including responsible siblings. **Schools will release students to parents named on the birth certificate unless legal documentation is submitted restricting a parent's access to the child.** In the event of an emergency, school staff will first contact the student's parent/guardian. If the parent/guardian is unreachable or their contact information is inaccurate, school staff will contact the other individuals on the student's contact list. Please let your school's office manager know if any of the information on your student's contact list changes as soon as possible.

CALENDAR AND IMPORTANT DATES

Below are some of the most important dates in this year's school calendars. KIPP DC's various school calendars are very similar to each other, but there are important differences between schools and campuses. Please be sure to refer to your school-issued calendar for additional days off, early release days, or other events specific to your student's school.

First Days of School and Orientation Dates

- Friday, August 7, 2026 – Back to School Family Engagement Events
- Monday, August 10, 2026 – First Day of School for Students in Grades PK4 through 8
- Tuesday, August 11, 2026 – First Day of School for Students in PreK3

No School

- Friday, August 28th – Staff Development Day
- Monday, September 7th – Labor Day
- Friday, September 25th – Staff Development Day
- Friday, October 9th – Staff Development Day
- Monday, October 12th – Indigenous People's Day
- Friday, October 30th – Family-Teacher Conferences
- Wednesday, November 11th – Veteran's Day
- Monday, November 23rd – Friday, November 27th – Thanksgiving Holiday
- Monday, December 21st – Friday, January 1st – Winter Holiday
- Friday, January 15th – Staff Development Day
- Monday, January 18th – Martin Luther King, Jr. Holiday
- Friday, January 29th – Family-Teacher Conferences
- Friday, February 12th – Staff Development Day
- Monday, February 15th – President's Day
- Thursday, March 11th – Family-Teacher Conferences
- Friday, March 12th – Staff Development Day
- Monday, March 22nd – Friday, March 26th – Spring Break
- Friday, April 9th – Staff Development Day
- Friday, April 16th – DC Emancipation Day
- Friday, May 28th – Staff Development Day
- Monday, May 31st – Memorial Day

Early Release Dates (2:00 pm Dismissal for Students in Grades PK3-8th)

- Friday, August 14th
- Friday, June 11th (Last Day of School)

SCHOOL HOURS

The KIPP DC school day is from 8:15 AM to 3:15 PM. KIPP DC staff do not supervise students outside of school hours and are not responsible for students who are dropped off before the school day begins, nor picked up after the school day ends. Students are not permitted in the building after school hours unless they are enrolled in aftercare or participating in a specific enrichment activity, even if their sibling is participating in

an enrichment activity.

DROP OFF, PICK UP, AND EARLY DISMISSALS

How early may I drop off my student(s) at school?

Doors will open for arrival at 7:45 am.

An adult or a responsible sibling is expected to accompany PK3 through 4th grade students on the way to and from school. Teachers will escort these students in and out of the building. Staff may also assist at the carpool station.

How is pick up different for early dismissals?

All early dismissals are made from the office once the student is signed out. A student will be dismissed early only to a parent/guardian or another properly identified and authorized adult. A parent/guardian letter that identifies and authorizes another adult to pick the student up must be submitted before the student will be dismissed early.

What is the latest I can pick my student (s) up from school?

Parents/guardians must pick their students up no later than 4:00 PM.

Any late pick-ups will be recorded by the front office. If the school is unable to reach the parent/guardian or an emergency contact, the school is required to notify DC Child and Family Services Agency (CFSA). KIPP DC reserves the right to take action if a family is continuously late to pick up their student, including requiring a parent/guardian conference, charging a late pick-up fee, implementing a dismissal plan, or enrollment in KIPP DC's aftercare program.

Note: KIPP DC staff are prohibited from transporting students in their private vehicles for any reason.

INCLEMENT WEATHER POLICIES

ONE- AND TWO-HOUR DELAYS AND EMERGENCY EARLY DISMISSALS

- If DCPS opens one hour late, KIPP DC will open at 9:00 AM.
- If DCPS opens two hours late, KIPP DC will open at 10:00 AM.
- However, please note that KIPP DC does not necessarily dismiss students early when DCPS does. Please call (202) 253-6921 after 12:00 PM and listen to the recording to hear current closing information.
 - For early dismissal, all regular bus riders will take the bus unless we receive directions from a parent/guardian telling us otherwise.
 - Walkers will be sent home immediately.
 - Carpool riders will wait at school until they are picked up in a timely fashion.

EMERGENCY SCHOOL CLOSINGS

- If DCPS is closed, KIPP DC will be closed.
- If DCPS is open, KIPP DC is open.
- If KIPP DC needs to open, close, delay, or close early when DCPS does not, we reserve the right to do so. Please watch channels NBC 4, ABC 7, News Channel 8, or KIPP DC's social media pages for KIPP DC closings, and keep your contact information up to date so you receive robocalls.

ENROLLMENT

WHO MAY ENROLL A STUDENT?

One parent or guardian with legal custody must complete KIPP DC's enrollment forms in their entirety. A parent includes a biological parent whose name is listed on the student's birth certificate or an adoptive parent with valid legal documentation. A guardian or third-party custodian is an individual appointed by the court as stated in valid legal documentation.

In the absence of either of these documents, KIPP DC accepts the *Attestation of Other Primary Caregiver*, when verified by the Office of the State Superintendent of Education (OSSE), on a case-by-case basis. This form can be obtained from each campus' Compliance Manager or by emailing enrollment@kipfdc.org.

AGE REQUIREMENTS

Grade	Maximum Age on 9/30/2026	Maximum Age on 6/2/2027
PK3	3	4
PK4	4	5
K	5	6
1	Family must provide proof of promotion from the previous grade	8
2		9
3		10
4		11
5		12
6		13
7		14
8		15
9		16
10		17
11		18
12		19

*If a student is retained, and as a result becomes too old to attend, the student must withdraw

LOTTERY AND PREFERENCES

KIPP DC participates in the My School DC lottery process and uses the common timeline and lottery for enrollment. If the number of applications exceeds the number of spaces available, the lottery determines the order in which students are offered seats. Per the District of Columbia School Reform Act, KIPP DC recognizes four lottery preferences during the open enrollment period: (1) children of full-time staff, (2) current KIPP DC students interested in transferring to a different KIPP DC campus, (3) siblings of current KIPP DC students (students who share a parent or legal guardian with a KIPP DC student enrolled during the 2026 – 2027 school year), and (4) siblings of students who were offered a lottery or waitlist spot for the upcoming school year. Students applying after the open enrollment period will be added to the waitlist on a first-come first-served basis. KIPP DC continues to recognize three preferences after the open enrollment period: (1) children of full-time staff, (2) siblings of current KIPP DC students (students who share a parent or a legal guardian with a KIPP DC student enrolled during the 2026 – 2027 school year), and (3) siblings of students who were offered a lottery or waitlist spot for the upcoming school year. For more information regarding My School DC, visit <http://www.myschooldc.org/>.

REQUIRED DOCUMENTATION FOR NEW STUDENTS

After a student is accepted to a KIPP DC school, parents/guardians must provide the following documentation when completing registration:

1. Birth certificate;
2. Parent/Guardian identification;
3. Immunization and Health Records, including proof that the student has received all necessary immunizations for entry to school;
4. InfoSnap, KIPP DC's online registration portal;
5. Verification of Residency in the District of Columbia;
6. Final report card or official transcripts from previous school(s), including proof of promotion from the previous grade; and
7. Individual Education Program (IEP) or Section 504 Plan (504 plan), if applicable (used for course placement, not as a criterion for acceptance).

REQUIRED DOCUMENTATION FOR RETURNING STUDENTS

All returning students are required to provide the following to re-enroll at KIPP DC:

1. Parent/Guardian identification;
2. Updated immunization and health records, including proof that the student has received all necessary immunizations for school;
3. InfoSnap, KIPP DC's online registration portal;
4. Verification of Residency in the District of Columbia.

RESIDENCY REQUIREMENTS

The enrolling parent/guardian must be a resident of Washington, DC and able to prove so using the documents outlined in OSSE's *Residency Verification Guidelines* by the deadlines specified by the school, both during initial enrollment, and on each subsequent re-enrollment. If at any time KIPP DC suspects that a student is not a resident of the District of Columbia, families will have two business days to provide the appropriate documentation to prove residency. A failure to provide KIPP DC with the requested documentation will result in a referral to OSSE. If OSSE makes a non-resident finding, this will result in a mandatory withdrawal. Presentation of false, forged, or doctored proof of residency will also result in immediate withdrawal and a referral to OSSE. KIPP DC, OSSE, and the DC Office of the Attorney General (OAG) are required by law to pursue retroactive tuition for all students who are found to be non-residents for the period of time they were enrolled.

RE-ENROLLMENT PROCEDURES

Parents/guardians of current students wishing to attend KIPP DC during the 2027 – 2028 school year must notify KIPP DC by completing re-enrollment by the spring deadline and all applicable related paperwork by the school specified deadline. Parents/guardians of current students who miss the deadlines must submit an application to be considered for re-enrollment. Former students do not receive preference in the lottery or on the waitlist. Former students who were expelled are ineligible for re-enrollment at any KIPP DC school.

ENROLLMENT & SPECIAL EDUCATION

Per State policy, when a student with an existing Individualized Education Program (IEP) transfers between Local Education Agencies (LEAs), KIPP DC must provide a Free Appropriate Public Education (FAPE) through comparable services. Comparable services are services that are similar or equivalent to those described in the student's IEP from the previous LEA. In regard to students with an educational placement of a nonpublic program (separate special education school), comparable services are provided by continuing the student's placement and location assignment, allowing them to attend the same nonpublic school even as they transition to a new LEA. The student will have to complete enrollment at their nonpublic program and KIPP DC annually.

WITHDRAWAL

When a family moves from Washington, DC, decides to withdraw their student for any reason, or a student is expelled, KIPP DC will provide a withdrawal form to the parent/guardian. If a disciplinary hearing is scheduled, the hearing will continue regardless of the timing of a withdrawal request. Withdrawal forms can be obtained from the campus' Compliance Manager. Parents/guardians must indicate the new school of enrollment within ten (10) school days, or KIPP DC will make a report to CFSA. Students will also be withdrawn if KIPP DC receives notice that the student has enrolled in another school, either from MySchoolDC or through enrollment confirmation otherwise. The parent/guardian who enrolled the student must be the same parent/guardian to complete KIPP DC's withdrawal forms. When a student is enrolled with OSSE's Other Primary Caregiver form, the enrolling adult may withdraw the student unless the parent/guardian with legal custody expresses an intent to keep the student enrolled. Once withdrawn, a student must complete a new application and go through the lottery process to return to KIPP DC.

TRANSFERS

Due to the high demand for spaces at KIPP DC, and the rules governing the maintenance and use of our lottery and waitlists, KIPP DC is generally unable to honor transfers between KIPP DC schools during the school year. Families interested in transferring to another KIPP DC campus must complete an application via MySchoolDC during the open enrollment window. Current KIPP DC students receive a transfer preference in the lottery, but only if they submit their application before the My School DC lottery deadline. Families who apply to transfer after the lottery deadline will be added to our waitlist on a first-come-first-served basis.

KIPP DC reserves the right to initiate an internal transfer of a student for safety or disciplinary reasons at KIPP DC's sole and absolute discretion.

ATTENDANCE POLICY

KIPP DC designs the school day to be full of active learning from the moment a student enters our doors until they leave at the end of the day. We miss our students when they are not at school with us. **If a student regularly misses school or is late, they will miss out on meaningful learning experiences and can fall behind. If a student falls behind, they are in danger of missing essential learning and being retained in the same grade.**

Any student who misses more than 20 days of school can be considered for retention.

Here is what research shows about great school attendance:

- Every day matters - when students miss just two days a month they fall behind and have trouble catching up with their peers;
- When students miss fewer than nine days of school, they are more engaged, successful, and on track to matriculate to the next grade;
- Coming to school on time, every day, improves learning for ALL students.

Great attendance requires schools and families to work together all year long. Here are some ways that families can help strengthen these ties:

- Update your contact information immediately;
- Talk about why attendance matters with your student;
- Set a regular bedtime, choose outfits, and be ready for school the night before;
- Have a back-up plan for getting to school in case something comes up in the morning;
- Make sure to fill out the Attendance Portal whenever your student has an excused absence;
- Regularly check in with your student's teachers and make sure to always ask about attendance;
- If your student is responsible for their own transportation to and from school, make sure they are getting to school on time.

EXCUSED ABSENCES POLICY AND PROTOCOLS

We encourage families to make sure that students are in school, on time every day. However, we understand that there are limited occasions when a student cannot be present. **Families are allowed seven (7) nonconsecutive excused absences over the course of the school year without additional documentation.** For five (5) days of consecutive absences, KIPP DC can only excuse absences with additional documentation, such as, but not limited to, a doctor's note or court documentation. To excuse absences, families should fill out the Attendance Portal as soon as possible. When a student reaches more than 20 excused absences in a school year, families must participate in a school meeting to provide additional medical documentation to support the student's absences.

In addition to filling out the Attendance Portal, families should call the main office when they know that a student will be absent from school. Excused absences include:

- Student illness;
- Religious holidays;
- Death in the family;
- Mandatory court appearances;
- Medical and dental appointments; or
- Family emergency i.e. flood or fire.

UNEXCUSED ABSENCES POLICY AND PROTOCOLS

KIPP DC staff will make every effort to partner with families to prevent unexcused absences and inform families every time a student has an unexcused absence. An absence without a valid excuse provided within five (5) days will be recorded as unexcused.

There are serious consequences if students accrue unexcused absences. **Per DC law, students ages 5 through 13 who reach 10 or more unexcused absences must be referred to CFSA. Students ages 14**

through 17 who reach 15 or more unexcused absences, must be referred to the Office of the Attorney General of the District of Columbia. In addition, retention may be considered for students who accrue more than 20 absences.

Students who reach 20 consecutive unexcused absences may be unenrolled from school.

NOTE: Students who are unenrolled from KIPP DC are not eligible to return during the school year in which they are unenrolled. If an unenrolled student wishes to return to KIPP DC, they are required to reapply for enrollment through the My School DC Common Lottery.

FAMILY NOTIFICATION PROTOCOLS

We will notify families whenever a student is absent from school by sending a notification via text every day. The text will include a link to the Attendance Portal to make it easy for families to submit documentation to have an absence excused. **It is essential that the contact numbers are accurate so families can receive these text messages. If your phone number changes, please contact the office manager to update your contact information as soon as possible.** If we have not received documentation to excuse an absence, we will send another text message the next day alerting you that the absence is unexcused.

ATTENDANCE INTERVENTIONS

KIPP DC will implement the following attendance interventions to address unexcused absences:

Unexcused Absences Threshold	KIPP DC Interventions and Family Support
Every 5	Intervention plan in collaboration with family
10	- Initiate immediate attendance intervention plan - KIPP DC is legally obligated to submit <i>Child and Family Services Agency</i> Referral (for students age 5-13)
15	KIPP DC is legally obligated to submit a referral to <i>Court Social Services</i> and <i>Office of the Attorney General – Juvenile Division</i> (for students age 14-17)
20	- Unenrollment¹ - KIPP DC is legally obligated to submit <i>Child and Family Services Agency</i> Referral (for students age 5-13)

ATTENDANCE FAQs

Is school attendance required?

Yes. All students who are five (5) years or older on or before September 30th of the current school year are legally required to attend school each day until they meet high school graduation requirements or turn 18 years old.

What is chronic absenteeism?

Chronic absenteeism is when a student misses 10% of the school year or 18 school days according to the KIPP DC calendar. Students who miss two (2) days per month will end up chronically absent for the year.

¹ Under D.C. Official Code § 38-203(f-2), a school may unenroll a student only after 20 consecutive unexcused absences.

Chronically absent students will fall behind their peers academically and may be retained in the same grade.

When is retention considered due to absences?

Students may be considered for retention when their absences affect their ability to master grade-level standards or when their absences make them unable to earn a credit.

What should I do if my child will be absent for an extended period of time?

If you know that your child will be absent for a week or more, please contact the office immediately and make arrangements with your child's classroom teacher for assignment completion. Depending upon the nature of the illness or emergency, children will be responsible for keeping up with their classwork. KIPP DC will make reasonable efforts to assist a child in keeping up with classwork. In some cases, your student may qualify for a 504 plan or home and hospital instruction, which could include additional accommodations for illness.

What is Tardy or Released Early Absence?

Students are encouraged to attend school for the entire school day. Students must be present for 60% of the day. If a student misses 60% of the school day, they will not be counted as present. Therefore, if a student arrives at school after 12pm, they will be marked as a "Tardy Absence" due to missing the first half of the school day. If a student arrives on time, but leaves school before 12pm, they will be marked as a "Released Early Absence" due to missing the second half of the school day. A Tardy or Released Early absence will count towards any truancy interventions for your child, including any reporting to the Child and Family Services Agency.

All students arriving tardy or leaving early, regardless of what time, must sign in or out at their school's front desk before reporting to class or leaving the building.

How does KIPP DC's attendance policies apply to students with disabilities?

KIPP DC's attendance policies apply to all students, regardless of disability. The only exception to this rule is when a student's absences are directly related to their disability. Parents/guardians of students with disabilities should contact the campus Student Support Services' Compliance Manager for an individualized determination regarding the appropriate documentation to excuse an absence.

DRESS CODE

KIPP DC's dress code seeks to promote community and belonging, maximize learning, reflect our college and career aspirations, and encourage student expression and choice. KIPP DC wants to ensure that students are prepared each day to comfortably participate in and focus on all school activities. Accordingly, KIPP DC asks students to wear the uniform described below. In addition, each school may create additional dress code guidelines that they distribute to students and families.

- **Tops:** Students must wear a KIPP DC uniform shirt at all times, long enough to cover the midriff when sitting or standing.
- **Bottoms:** Students must wear pants, shorts, or skirts that are appropriately sized, worn at the waist, and not ripped.
- **Shoes:** Students should wear comfortable shoes. Students should not wear shoes that restrict their ability to participate in physical education or other activities, including open-toed shoes or flip-flops, such as crocs.

Note: KIPP DC respects and protects students' religious, ethnic, cultural, and gender expression. Students may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

The following clothing is prohibited:

- Any article of clothing, accessory, or markings on clothes or skin that—
 - Exhibit curse words, slurs, or hate speech;
 - Display emblems, symbols, signs, or other things which are clear evidence of affiliation with drugs, alcohol, violence, hate groups, or criminally motivated organizations.

ACADEMICS, ENRICHMENT ACTIVITIES, AND OTHER PROGRAMS

COMMON CORE AND INSTRUCTION

Instruction at KIPP DC schools is aligned to the Common Core State Standards. The Common Core State Standards (CCSS) are a set of educational standards in English language arts/literacy (ELA) and mathematics that define what students should know and be able to do at each grade level from kindergarten through 12th grade. The standards are available at <http://www.corestandards.org/>.

- **Early Childhood**

KIPP DC's early childhood schools use the Tools of the Mind curriculum for PreK, which focuses on developing self-regulation by allowing children to learn and play alongside one another in a structured and supportive environment. Literacy, math, and science lessons are integrated into this approach through 'intentional make-believe play' to keep students engaged and teach valuable academic and social skills. Kindergarten teachers use Fishtank Learning curriculum and Eureka Math Squared to deliver instruction that promotes a love for hands-on learning with an emphasis on student growth. Capital Teaching Residents and Assistant Teachers play a critical role in teaching core components as partners in building strong classroom cultures and relationships with students and families.

- **Elementary School**

Our elementary schools implement the Fishtank Learning and Core Knowledge Language Arts (CKLA) curricula to teach phonics, early foundational skills, and build a love of reading and writing at every level. Comprehension, critical thinking, and habits of discussion are deepened through close reading of texts and supported through small-group intervention. Students develop a love of math using Eureka Math Squared for the core math curriculum to build a conceptual understanding of math, build mathematical fluency, and solve real world problems. Students also use the ST Math and iReady instructional technology programs to support continued growth.

- **Middle School**

Our schools use a culturally relevant curriculum designed to support transfer of complex reading and writing strategies to independent work. Students engage in a social studies curriculum that is inquiry based to enhance their learning experience with literacy, critical thinking, and citizenship skills. Fishtank Learning, current events, and Close Reading lessons support students in making cross-curricular connections. Middle schools use the Eureka Squared curriculum for math, with independent practices, exit tickets, and other supplemental materials. Students engage in phenomenon-based learning with the Amplify science curriculum addressing the Next Generation Science Standards.

SOCIAL EMOTIONAL SUPPORT

KIPP DC schools use social and emotional curricula, which facilitate emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. Teachers also receive extensive training in building strong relationships, responding with empathy, and trauma-informed teaching. We employ mental health support staff, including related service providers, to help implement positive behavior interventions. Teachers receive training in restorative practices and trauma informed teaching—ensuring all students feel safe, celebrated, and affirmed.

HEALTH EDUCATION

KIPP DC administers age-appropriate health curricula in compliance with the District of Columbia's School Safety Omnibus Amendment Act of 2018 (D.C. Law 22-294).

SCHOOL SUPPLIES

At the beginning of the year, parents/guardians are asked to purchase book bags and pencils for students to use. KIPP DC provides the vast majority of other supplies necessary for use in class. Schools will reach out to families on occasion to purchase additional supplies as needed throughout the year.

HOMEROOM/ADVISORY

Homerooms/advisories are carefully chosen based on academic needs and social dynamics and are

assigned at the beginning of the year. KIPP DC typically refrains from switching students' homerooms mid-year unless there is an emergency or other extenuating circumstance.

HOMEWORK

The purpose of homework is to reinforce what is taught during the school day; as such, new skills are generally not introduced through homework. Schools will communicate their homework policy at the beginning of the school year. Parents/guardians are encouraged to check all homework assignments every night. If a student is having a problem with completing the homework assigned, they can access their teachers for assistance.

EARLY INTERVENTION POLICY

At KIPP DC, we believe in doing everything in our power to prepare our students for future academic and social success in school and beyond and strive to create an academically engaging and socially stimulating environment that meets our students' diverse needs. To that end, KIPP DC utilizes an early intervention model to provide supplementary support for students who need additional help in the areas of social, behavioral, self-help, and academic skills. Through this process, the early childhood intervention team, including early intervention specialists, speech therapists, social workers, and other service providers, may provide social and academic screenings, support services, and recommendations, for students who need additional support toward gaining the foundational skills necessary for future success.

As a part of this intervention model, KIPP DC utilizes the Response to Intervention System (RtI), a multi-tier approach that promotes the early identification of and support for students with learning and behavioral needs. RtI provides students with the interventions needed at appropriate times during the year. KIPP DC will notify parents/guardians if these types of interventions are necessary for their student.

EARLY CHILDHOOD SCHOOL READINESS POLICY AND DECISIONS

Since it is developmentally appropriate for young children to be engaged in toilet learning activities, teachers will support students with learning these important skills. To aid in this effort, all students must have at least two changes of clothes at school in case of accidents or spills. The school will communicate with families in the event of an accident or spill and ask that extra clothes are replaced each time. For students still developing toileting skills, parents may be asked to provide toilet training diapers or pull-ups if needed. They will also be expected to meet with the school regularly to discuss progress. For students to make progress on these skills, toilet learning must also be reinforced at home. For students who experience challenges with independent toileting due to an identified disability, the school will implement the supports as identified in their Individualized Education Program (IEP).

ENGLISH LANGUAGE LEARNERS

KIPP DC provides language assistance services for students identified as English Learners (ELLs). These services support students in developing English proficiency while meeting the same academic standards as their peers. Students may receive targeted language instruction, collaborative classroom support, or other instructional services designed to help them succeed academically.

Families will be notified if their child is identified as an English Learner and eligible for language assistance services. The notification will explain the reason for identification, the student's level of English proficiency, the services available, and how the program supports academic success. Families may choose to decline language assistance services for their child.

Families in need of translation or interpretation services should refer to the Communication with Families section of this handbook.

SPECIAL EDUCATION AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

KIPP DC believes that all students can learn with the right supports. KIPP DC is committed to partnering with parents to foster a positive educational experience for each student, no matter what the student needs. To support the needs of each individual learner, KIPP DC has created a robust continuum of services to instruct students in their least restrictive environment. As part of the evaluation process, students may receive

specialized instruction, audiology, behavior support services, occupational therapy, orientation and mobility, speech, and physical therapy.

KIPP DC's Student Support Services Team serves all KIPP DC students, and provides support and training to school leaders and teachers, such as on [child find](#) obligations and how to recognize when parents may be inquiring about identification, but may not know to ask for evaluation.

KIPP DC continuously identifies and evaluates students with suspected disabilities between the ages of three and 22, including students who are homeless or in CFSA custody. Each campus has a team of people who meet to discuss intervention plans to meet the needs of students. If students do not respond to interventions, they may be referred for evaluations to determine if there is a disability that is impacting the student's education. Evaluations are conducted by licensed certified Related Service Providers. After the evaluation is complete, the entire multi-disciplinary team meets to determine if the student meets criteria under IDEA. If a student is found eligible under IDEA, the IEP team will collaboratively develop an IEP to address the student's skill gaps.

Should the parent or guardian have concerns, they can request in writing, evaluations be conducted to determine if their student meets the criteria for IDEA eligibility. If the request is denied, parents can access procedural safeguards for resolution.

For more information regarding Special Education Services at KIPP DC, please contact your school's Principal/designee.

GRADE SCALES

- **Early Childhood**

Early childhood school report cards are comment-based and include end-of-the year guidelines with clearly defined expectations for parents/guardians.

- **Elementary**

Core subjects: Math, Reading/Language Arts/Writing

Grade	Percentage
A+	98 – 100
A	94 – 97
A-	90 – 93
B+	88 – 89
B	84 – 87
B-	80 – 83
C+	78 – 79
C	74 – 77
C-	70 – 73
D+	68 – 69
D	64 – 67
D-	60 – 63
F	Below 60

Non-Core Subjects: including, but not limited to – science, social studies, music, art, PE, dance, theater, etc.

E = Excellent (Student is exhibiting mastery in that subject matter)

S = Satisfactory (Student is exhibiting proficiency in that subject matter)

N = Needs Improvement (Student is working on a basic level in that subject matter)

U = Unsatisfactory (Student is working below basic in that subject matter)

- **Middle School**
All Subjects

Grade	Percentage	GPA Points
A+	98 – 100	4.3
A	94 – 97	4.0
A-	90 – 93	3.7
B+	88 – 89	3.3
B	84 – 87	3.0
B-	80 – 83	2.7
C+	78 – 79	2.3
C	74 – 77	2.0
C-	70 – 73	1.7
D+	68 – 69	1.3
D	64 – 67	1.0
D-	60 – 63	.7
F	Below 60	0

The minimum honors requirements are a GPA of 3.0 and no single grade below a C-. GPAs begin in middle school.

COMMUNICATION OF ACADEMIC PROGRESS

Your student's school will communicate your student's academic progress using at least one of the following methods:

- Quarterly report card conferences;
- Weekly reports describing academic performance and attendance;
- Parent/Guardian conferences scheduled at the discretion of the school or parent/guardian.

Report Cards

KIPP DC issues report cards each quarter during parent/guardian-teacher conferences. Some schools and grade levels within schools may provide more frequent grade updates, as indicated above. If families have questions about a student's grades, they should contact the appropriate teacher or school leader.

Positive Behavioral Interventions Supports (PBIS) Reports (Middle Schools Only)

The PBIS reports system is a weekly communication system between the homeroom teacher and parents/guardians and is used to encourage students' participation and positive contributions to their classmates. PBIS reports and the method by which they are sent home for parent/guardian signatures vary by school and grade level. The homeroom teachers oversee the logistics of the reports. The grade-level teams will monitor the on-going point accumulations needed for trips and privileges. Late or unreturned reports will not be added to a student's balance for the school store, field trips, or other privileges.

An example of how points are used is to buy items in the school store, which regularly stocks school supplies, uniform shirts, and fun items. We encourage students to spend their points at the school store as a means of recognizing them. Points spent at the school store do not detract from the balances used to determine eligibility for field trips.

CURRICULUM OPT OUT

At KIPP DC, we strive to provide inclusive and enriching educational experiences for all students. However, we recognize that certain curricula may conflict with some families' sincerely held religious beliefs. If you believe that your child's participation in certain curricula conflicts with your religious values, you may request that your child be excused from that portion of instruction and provided with an alternative assignment or activity.

PROMOTION AND RETENTION STANDARDS

PROMOTION AND RETENTION POLICIES

Attendance

Attendance is a factor for promotion. Students with more than 20 absences can be considered for retention.

Academics

Students must demonstrate grade-level mastery to be promoted to the next grade. KIPP DC reserves the right to retain students who have made little progress towards mastery of grade-level academic standards in reading/language arts or math as measured by benchmark assessments.

Grades PK3 through K

- Assessments aligned with the Common Core will be given in reading/language arts and in math.
- A student must demonstrate grade level mastery to be promoted to the next grade. In addition, if the student is not meeting social/emotional standards, the school also reserves the right to retain the student.

Grades 1 and 2

- Assessments aligned with the Common Core will be given in reading/language arts and in math.
- Students must demonstrate grade level mastery to be promoted to the next grade. The school reserves the right to retain students who have made little progress towards mastery of grade level academic standards in reading/language arts or math as measured by benchmark assessments.

Grades 3 through 8

- Assessments aligned with the Common Core will be given in reading/language arts and math.
- A student must demonstrate grade level mastery to be promoted to the next grade. KIPP DC considers Ds and Fs failing grades (anything below 70%). In addition, the school reserves the right to retain a student if:
 - The student fails (Ds or Fs) either math or reading/language arts, or
 - The student fails (Ds or Fs) two classes (e.g., science and social studies).

Standardized Test Scores

All public schools in Washington DC administer the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) annually each spring in third through tenth grades. DC CAPE includes the District of Columbia English Language Arts (DC ELA) assessment, the DC Math assessment (DC Math) and the DC Science assessment (DC Science). Together, these assessments create a comprehensive system that provides important information on students' progress and proficiency relative to DC's educational standards. These scores will be included in each student's cumulative file and are given to the families in the fall.

RETENTION AND SLIDES

Retention

The determination of whether to retain a student is a serious decision. As such, school staff will notify parents/guardians of academic progress throughout the year and if students meet any of the retention criteria described below:

- Parents/guardians are also encouraged to schedule an appointment with the teacher(s) and Principal/designee to further discuss possible retention.
- The Retention Committee (grade-level committee and an administrator) will consider each potential retention decision on a case-by-case basis and assess all contributing factors, including academic, attendance, developmental needs, and standardized test scores. The Retention Committee's decision regarding promotion or retention will be based on the totality of the circumstances and is final and binding.

Slides

The school reserves the right to slide a student back to a lower grade based on the Promotion and Retention Standards detailed above, particularly if:

- the student fails math or reading during the first trimester;
- the student's standardized test scores indicate that they are significantly below grade level; or
- the school administration determines that retention at the end of the year is probable.

RECESS

The purpose of recess is to provide students with a short break, fresh air, and informal participation in positive social and physical activities. Recess is held outside, except in extreme weather conditions. Parents/guardians are responsible for ensuring their students are dressed appropriately for the weather. Parent/guardian requests for inside recess during cold weather impose a serious supervision problem, as teachers must remain outside with the students. If there is a medical reason a student cannot participate, please contact the principal/designee and provide written notification explaining why the student cannot participate in outdoor recess.

ENRICHMENT ACTIVITIES

Enrichment activities are integral to students' academic and character development as they foster creativity, self-expression, and relationship-building. Each KIPP DC school offers its students a diverse set of activities such as:

- *Clubs*: reading, chess, and student government.
- *Athletics*: basketball, soccer, and track and field.
- *Other activities*: dance, theater, and choir.

At times, enrichment activities are geared towards a specific identity, such as gender. A student can participate in a club or organization regardless of their identity. Please ask your school Principal/designee for further details on the enrichment activities at your school.

BIRTHDAYS (EARLY CHILDHOOD AND ELEMENTARY)

If a parent/guardian wishes to celebrate their student's birthday at school, they must follow up with the school Principal/designee for school-specific guidelines.

SCHOOL EVENTS

Throughout the school year, each KIPP DC school hosts events for students, families, and school staff like student plays, back-to-school nights, parent and teacher conferences, and promotion ceremonies. Please ask your school Principal/designee for further details on upcoming school events.

FIELD TRIPS

Field trip participation is one of the many opportunities that students may experience over the course of the school year through criteria as established by each school. Generally, to participate in a field trip, students must provide their school with a signed permission slip. Students who do not provide the signed permission slip, will remain at school under adult supervision. The school reserves the right to exclude students from field trips, if certain criteria are not met or for reasons such as disciplinary or immunizations.

When attending an overnight field trip, students will be assigned to housing based on the gender with which they identify. Although a student may request to stay in single-occupancy accommodations, KIPP DC will not require transgender or gender nonconforming students to stay in single-occupancy accommodations.

Chaperone and Volunteer Policy

- KIPP DC takes pride in welcoming parents/guardians into our schools and are always grateful for parent/guardian volunteers who can spend time with us during field trips, in the classroom, or on Saturdays. These interactions are beneficial and rewarding to parents/guardians, students, and KIPP DC staff.
- In order to maintain a safe environment for students, parents/guardians who volunteer on a regular basis (in schools for 10 hours or more per month), coach, chaperone field trips, or are otherwise with KIPP DC students, must undergo a background check (which are valid for a year) and take bullying prevention, and child abuse prevention trainings.

- Volunteers are expected to follow the directives of the KIPP DC employee with whom they are working, to meet the same standards of conduct as KIPP DC employees, and to conduct themselves as role models for students (e.g. using appropriate language, dressing appropriately for a student audience, respecting student privacy rights, etc.).
- Parents/guardians who are either disruptive or exhibit behavioral problems/issues while chaperoning trips will be excluded from chaperoning future trips.

Student Transportation Policy

- KIPP DC staff are prohibited from transporting students in their private vehicles for any reason.

COMMUNICATION WITH SCHOOL STAFF AND FAMILIES

We encourage families to express any questions or concerns they have to school staff as they arise.

ELECTRONIC COMMUNICATION

Parents/guardians may email teachers and administration directly. School staff will make every effort to respond within 24 hours.

TEACHER CELL PHONES

KIPP DC provides teachers with cell phone services to give parents/guardians and students increased access to teachers. Students and parents/guardians may call for help with homework or in the case of an emergency. If a teacher is unable to answer their phone, please leave a message with your name, telephone number, the reason for the call, and allow one school day for the teacher to return your call. In the case of an emergency, you can try calling the school Principal/designee as well. Teachers are explicitly instructed to end any parent/guardian call when profanity is used and/or threats or inappropriate comments are made and immediately report such conversation to the school Principal/designee.

TEACHER MEETINGS

We encourage our parents/guardians to have frequent contact with their students' teachers. Questions or concerns relating to your student specifically, or their classroom instruction, should be directed to their teacher. Teachers and administrators are often in the hallways and lobby during arrival and dismissal and may be available for a short conversation. To minimize interruptions to classroom instruction, parents will not be allowed to meet with teachers during instructional times. If you have a question or concern that may take more than a few minutes to discuss, please schedule a meeting in advance so the teacher can devote adequate time and attention to your feedback. Feel free to email teachers, as necessary to schedule an appointment.

COMMUNICATION WITH STUDENTS DURING THE SCHOOL DAY AND MESSAGES FOR STUDENTS

KIPP DC is committed to keeping the school phone lines open for school-related business and emergencies. Please try to make plans with your student before they come to school to minimize the need for using the school phones during or at the end of the school day. Should an emergency arise, students are only permitted to use the office phones, and not the school phones in the classrooms. We can only take messages in the case of emergencies, such as police, fire, or ambulance emergencies; a death in the family; or a car accident.

Examples of non-emergencies include but are not limited to change of family plans; lost keys, or after school pick up changes.

PARENT AND FAMILY ENGAGEMENT

KIPP DC recognizes that parent/guardian and family involvement is vital to achieve maximum educational growth for students. In compliance with the Every Student Succeeds Act (ESSA) parent and family engagement requirements, KIPP DC Title I schools must meet with parents/guardians and families to provide information regarding their school's participation in the Title I program and its requirements. (Title I funds may be provided for transportation, childcare, home visits, or other parent and family engagement services, as appropriate.)

Throughout the school year, families are provided multiple opportunities to participate in their student's education, receive updates on their student's progress and provide feedback to their school leaders and KIPP Parent Organization (KPO) about their experiences as a KIPP DC family. KIPP DC will ensure that such meetings are held annually, at a convenient time, and that all parents/guardians of participating students are invited to attend, including parents/guardians with disabilities and/or limited English proficiency.

KIPP DC provides interpretation and translation services for families with limited English proficiency. Families may request language assistance for school meetings, communications, or important school documents. KIPP DC will ensure that key information is provided in a language families can understand, to the extent practicable.

Information and school reports will be provided in a format and language parents/guardians understand. KIPP DC must, to the extent practicable, also provide full opportunities for the participation of parents/guardians:

- With disabilities.
- Of migrant students.
- Of homeless students.
- With limited English proficiency

PARENT AND FAMILY ENGAGEMENT POLICY

A parent and family engagement policy must be developed jointly and agreed upon with parents/guardians of participating students. Parents/guardians must be informed of their right to be involved in the development of the KIPP DC's parent and family engagement policy, overall, Title I plan, and school-parent compact. KIPP DC must ensure:

1. Involvement of parents in the joint development of the KIPP DC overall Title I plan and the process of school review and improvement.
2. Coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools' and parents' capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs, including the requirements of other Every Student Succeeds Act (ESSA) title program, as provided by law.
5. Involvement of parents in the annual planning, distribution of funds, and evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.
6. Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority are identified.
7. Findings of annual evaluations are used to design strategies for more effective parent and family engagement and to revise, if necessary, the requirements of this policy.
8. Parents are involved in the activities of schools served under Title I and are provided a flexible number of meetings.
9. A minimum of one (1) percent of the Title I allocation will be designated for parent and family engagement activities. When applicable, a minimum of 95 percent of these reserved funds must be distributed to the Title I identified schools.

KIPP DC's policy shall be adopted by the KIPP DC Board of Trustees, reviewed annually, and updated periodically to meet the changing needs of parents/guardians and the schools. The parent and family engagement policy will be distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

KIPP DC PARENT ORGANIZATION (KPO)

All parents/guardians are encouraged to participate in the KIPP DC Parent Organization (KPO). The mission of the KPO is to support the students, teachers, and administration of each KIPP DC campus. Please contact the school Principal/designee for additional information on that school's KPO.

KIPP DC PARENT ADVISORY BOARD

KIPP DC'S Parent Advisory Board is a representative group of parents from across each of our campuses who will meet regularly to provide monthly input on new and existing KIPP DC policies, projects, and outreach to collaboratively support the students and families of our communities. Please contact Vanessa Gerideau, KIPP DC's director of family and community engagement at vanessa.gerideau@kipppdc.org for more information about the Parent Advisory Board.

KIPP DC BOARD OF TRUSTEES

KIPP DC's Board of Trustees provides operational oversight and support to the KIPP DC network. Two parent/guardian representatives sit on the Board and serve as the liaison between KIPP DC families and the Board itself.

STUDENT RECORDS

STUDENT PRIVACY

KIPP DC complies with all DC and federal laws regarding student privacy. Please see the Family Educational Rights Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) notices in this handbook for more information.

STUDENT RECORDS

To view or obtain student records, parents/guardians must submit a written request to the school

Principal/designee. The school will then provide the parent/guardian access to the records no sooner than 15 school days of the written request. Special education records are filed separately from general education student records, thus requests to view these records should be made directly to the campus Student Support Services' Compliance Manager. The SST team will provide special education records no sooner than 45 days of the written request.

FERPA does not restrict KIPP DC's obligations under federal civil rights laws. For example, a student who reports harassment may view the outcome of their investigation, which includes any sanctions the school imposes on their harasser that "directly relate" to the harassed student (e.g., a no-contact order).

In the case of a withdrawal, once the completed withdrawal form and records request from the receiving school are submitted, the student's records will be transferred directly from KIPP DC to the receiving school.

RELEASING STUDENT RECORDS

Consistent with FERPA, KIPP DC is prohibited from providing access to confidential student records to an individual who is not that student's parent/guardian, absent written consent from the student's parent/guardian dated within one year of the request or a valid court order to release student records. Questions about the application of FERPA, requests to release student records, or court order interpretations may be directed to KIPP DC's General Counsel. In most cases, KIPP DC will not release sensitive communication logs, such as, but not limited to, communication with the District of Columbia's Child and Family Services Agency.

STUDENT FEES

On rare occasions, KIPP DC may not release official transcripts or report cards to the student, parent/guardian, or another school if the student's account has outstanding fees. Outstanding fees include activity fees, any other fees, or failure to return KIPP DC property such as uniforms, technology, or equipment, etc. If a student is having difficulties paying outstanding fees, they should contact their principal/designee to discuss any barriers and/or make payment arrangements.

HEALTH, SAFETY, AND SECURITY

IMMUNIZATIONS

It is essential that parents/guardians cooperate with the school in bringing all medical records, including doctor's visits, dentist's visits, and immunizations, up to date annually. DC law requires students receive certain immunizations to attend school, unless parents/guardians obtain a medical or religious exemption, indicating a strongly held religious belief opposing vaccination as outlined by the process [here](#). A complete list of the required immunizations can be found on [DC's Department of Health \(DOH\) website](#). Students ages 11 to 12 are also required to receive a Human Papillomavirus (HPV) vaccine or submit an opt-out form, which is also available on [DOH's website here](#). It is strongly recommended that students receive COVID-19 and flu vaccines. **Students may be excluded from school if proof of the required vaccines are not provided within thirty days of OSSE notifying KIPP DC of students with immunization non-compliant status.** In addition, students must be up-to-date with all immunizations to participate in athletics, extracurriculars, and field trips.

MEDICATION

KIPP DC strongly encourages families to administer temporary and/or maintenance medications outside of school hours and therefore recommends asking your physician for a medication schedule that takes this into consideration. If this is not possible, please bring the medication and accompanying medical action plan to the school office manager. **The medication must be in the original container with the appropriate prescription label accompanied by the [Medication and Medical Treatment Plan Form](#).** Once the medication is given to us for your student's use, it must remain with us until it needs to be refilled. We therefore strongly encourage you to ask for two separate prescriptions while at your physician's office. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession while at school, unless it is indicated in an Anaphylaxis or Asthma Action Plan. Students who have asthma or issues with anaphylaxis may benefit from an [Anaphylaxis and/or Asthma Action Plan](#). Your campus Compliance Manager can also provide you with the appropriate form for your physician to complete. For further information on medication or any health-related issues, please call the school health suite staff or contact your campus's S3 Compliance Manager.

ILLNESS POLICY

These policies can change throughout the school year based on public health conditions and guidance received from the Centers for Disease Control and Prevention, the District Department of Health, and the Office of the State Superintendent of Education.

To prevent the spread of illness and maintain a healthy learning environment, students exhibiting any of the following symptoms should not attend school:

- Persistent cough
- Red, itchy, draining eyes
- Head lice (student may return to school after first treatment)
- Swelling or pain at a level that may interfere with learning
- Sore throat with fever and/or white spots on the throat
- Rash with fever indicating signs of chicken pox, measles, etc.
- Nausea, vomiting, or diarrhea (student may return to school when symptom-free for 24 hours)
- Fever over 100 degrees (student may return to school when fever-free for 24 hours, without the use of fever-reducing medication)

If a student displays any of these symptoms during the school day, the school will call the parent or emergency contact to request that the student be taken home.

BATHROOM AND LOCKER ROOM POLICY

Students may choose to use the bathroom or locker room for the gender with which they identify. Students may also choose to use a separate space, such as a single-stall bathroom or have a separate changing schedule in the locker room. Parents/guardians should notify their school in writing if their student has unique bathroom needs.

MEALS AND HEALTHY EATING

KIPP DC participates in the following federal child nutrition programs: National School Lunch Program; School Breakfast Program, Summer Food Service Program, and the Afterschool Snacks and Meals Program. KIPP DC is certified under the Community Eligibility Program (CEP) which extends eligibility to all students attending KIPP DC to

receive breakfast, lunch, and afternoon snacks free of charge. KIPP DC provides high-quality, nutritionally balanced meals that meet the USDA guidelines for healthy school meals. KIPP DC is committed to promoting a healthy school environment that promotes students' health, well-being, and ability to learn. As such, KIPP DC does not serve meals that contain nuts or pork. Parents/guardians should provide their child's school with an anaphylaxis action plan if their child has a nut or any other food allergy. Please contact the Principal or compliance manager for guidelines.

FIRE AND SAFETY DRILLS

KIPP DC has monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please follow our safety procedures.

MANDATED REPORTING

MANDATED REPORTERS OF CHILD SEXUAL ABUSE

Under DC law, any person 18 years of age or older who knows, or has a reasonable cause to believe, that a child under 16 years of age is a victim of sexual abuse must immediately report their suspicions to the DC Child and Family Services Agency (CFSA) or the Metropolitan Police Department (MPD). See D.C. Code § 22-3020.52(a). A report of sexual abuse must be made no matter who the alleged perpetrator is (for instance, a report must be made regardless of whether the alleged perpetrator is a parent, staff member, student, or other person).

MANDATED REPORTERS OF ALL FORMS OF CHILD ABUSE AND NEGLECT

DC law also designates individuals in certain occupations that have close contact with children as mandated reporters of all forms of child abuse (including sexual abuse and attempted sexual abuse) and neglect. Such individuals include school officials, teachers, athletic coaches, nurses, and mental health professionals. See D.C. Code § 4-1321.02(b).

Every KIPP DC employee is a mandated reporter of all forms of child abuse and neglect. A complete list of circumstances that must be reported to CFSA or MPD is provided in the next section. A mandated report must be made no matter who the alleged perpetrator is (for instance, a report must be made regardless of whether the alleged perpetrator is a parent, staff member, student, or other person).

WHEN KIPP DC EMPLOYEES ARE REQUIRED TO REPORT

KIPP DC employees are required to **immediately** make a mandated report whenever they **know or have reasonable cause to suspect** that a child that they know through work **has been or is in immediate danger of being:**

1. mentally abused or neglected;
2. physically abused or neglected;
3. abused as a result of inadequate care, control, or subsistence in the home environment due to exposure to drug-related activity;
4. the victim of "sexual abuse" or "attempted sexual abuse";
5. exposed to domestic violence;
6. regularly exposed to illegal drug activity;
7. assisted, supported, caused, encouraged, commanded, enabled, induced, facilitated, or permitted to become a prostitute;
8. injured by a bullet; or
9. injured by a knife or other sharp object by other than accidental means.

KIPP DC staff members are also required to report to CFSA any child who is age 5 through 13 and who has 10 or more unexcused absences within a school year.

WHERE KIPP DC EMPLOYEES MUST REPORT

KIPP DC employees are required to **immediately** report their knowledge or suspicion of child abuse or neglect to the DC Child and Family Services Agency (CFSA) or the DC Metropolitan Police Department (MPD).

HEALTH PROFESSIONAL DUTIES

KIPP DC's health professionals, including social workers, audiologists, speech and language pathologists, dentists, occupational therapists, physical therapists, professional counselors, psychologists, and athletic trainers must also abide by the following additional reporting obligations under DC law:

- A health professional must immediately report, **in writing**, to CFSA, if the health professional has reasonable cause to believe that a child is abused as a result of inadequate care, control, or subsistence in the home environment due to exposure to drug-related activity.
- A health professional who in their own professional or official capacity knows that a child under 12 months of age is diagnosed as having a Fetal Alcohol Spectrum Disorder, must immediately report such knowledge to CFSA.

CONFIDENTIALITY AND CONSEQUENCES OF REPORTING

KIPP DC staff have unique opportunities to identify signs of child abuse or neglect. For this reason, KIPP DC, child welfare agencies, and, most importantly, vulnerable students depend on staff to **always** report their suspicions of abuse or neglect to the appropriate authorities.

By law, CFSA may not disclose the identity of a reporter to the accused party. Any KIPP DC staff member who fails to make a required report may be subjected to disciplinary action by KIPP DC, and to a significant fine and jail time under DC law.

DEFINITIONS AND EXAMPLES OF CHILD ABUSE²

Child abuse is the “non-accidental physical or emotional injury caused by the acts, or failures to act, of parents or individuals responsible for the child's care.” The following chart defines and provides examples of the four forms of child abuse.

	Definition	Examples	Signs of Abuse
Child Physical Abuse	Non-accidental trauma or physical injury caused by punching, beating, kicking, biting, burning or otherwise harming a child.	Excessive physical discipline	Unexplained or repeated injuries; Attempts to hide injuries; Difficulty sitting or walking; Wariness of adult physical contact.
Child Neglect	A type of maltreatment that refers to the failure by the caregiver to provide needed, age-appropriate care although financially able to do so or offered financial or other means to do so. Includes neglect of basic needs, educational neglect, medical neglect, and lack of supervision.	Lack of hygiene or clothing, nourishment, shelter or medical treatment; Denial of needed special education services; Chronic truancy; Exposure to illegal drug activity at home; Parents are nonresponsive to school officials.	Poor hygiene; Inappropriate or ill-fitting clothing; Frequent tardiness or absence from school; Frequent hunger.
Child Sexual Abuse	Sexual abuse is the exploitation (or attempted exploitation) of a child for the sexual gratification of an adult or older child.	Making a child touch an adult's sexual organs; Child fondled by an adult; Exposing child to pornography; Soliciting a child for prostitution.	Genital pain or itching; Child contracts sexually transmitted disease; Precocious sexual knowledge or behavior; Extremes – hostile and aggressive or fearful and withdrawn.
Domestic Violence as it relates to child maltreatment	Domestic violence is a pattern of behavior used by someone to establish power and control over another person through fear and intimidation. It happens between people who are, or have been, in an intimate relationship. Domestic violence often includes the threat or actual use of violence.	Witnessing violence in the home; Use of child as shield to violence; Child attempts to interrupt violence.	Increased aggressive behavior; Hypervigilance; Withdrawal.

More information about mandated reporting, including common signs of abuse or neglect, may be found on the Child and Family Services Agency website at <https://cfsa.dc.gov/>.

Questions about KIPP DC's mandated reporter requirements should be directed to KIPP DC's General Counsel. For more information about DC's mandated reporter law, please see CFSA's Mandated Reporter training, available at: <https://dc.mandatedreporter.org/pages/Welcome.action>.

² Much of the information provided below is adapted from materials prepared by the DC CFSA Child Welfare Training Academy or the DC Office of the Attorney General.

SAFETY, ORDER, AND STUDENT DISCIPLINE (“DISCIPLINE POLICY”)

DEFINING SCHOOL PROCEDURES AND BEHAVIOR EXPECTATIONS

Safety, order, and student discipline are fundamental to learning at KIPP DC. In addition to a challenging curriculum, dedicated teachers, and proper materials, a secure learning environment is also vital to students’ academic success. KIPP DC is therefore committed to maintaining a safe school environment in which each student has an equal and appropriate educational opportunity, and must provide a fair, consistent, progressive, and developmentally appropriate approach to student discipline, within the context of students’ rights and responsibilities. Pursuant to this commitment, unsafe behaviors are prohibited during and at the following:

- On school property;
- At any school-sponsored or supervised activity;
- In transit to and from school (including on the bus or train, by foot or car);
- Off school property and outside of school hours if such conduct limits or denies another student’s ability to participate in or benefit from their education on school property or at any school-sponsored or supervised activity.

The ultimate goal is that through high-quality instruction, problem-solving, and teaching KIPP values, the majority of classroom infractions can be handled using the in-school disciplinary consequences listed below in the *In-School Disciplinary Consequences* section. When necessary, however, KIPP DC staff will use the out-of-school disciplinary consequences listed below in the *Out-of-School Disciplinary Consequences* section. These violations and the associated out-of-school consequences are outlined in the *Continuum of Minimum & Maximum Consequences/Disciplinary Actions (“Discipline Continuum”)* also located below.

When are parents/guardians notified and trained on KIPP DC’s discipline policies and behavior expectations?

A copy of this Student & Parent Handbook is always available online at www.kippdc.org. KIPP DC also teaches students and families about our school values, procedures, and discipline policies throughout the school year.

In addition, all students, teachers, and parents/guardians must read and sign KIPP DC’s *Receipt and Review Acknowledgement Form* at the beginning of each school year. In so doing, students, teachers, and families all agree on KIPP DC’s behavioral expectations for students during the school year. KIPP DC faculty and new families should also expect to have regular parent/guardian conferences throughout the school year as their students become familiar with KIPP DC’s *Discipline Policy*.

IN-SCHOOL DISCIPLINARY CONSEQUENCES OR INTERVENTIONS

KIPP DC’s *Discipline Policy* are guidelines for classroom learning and behavior expectations. Students who violate these guidelines are subject to the in-school disciplinary consequences set forth below.

What do in-school disciplinary intervention or consequences involve?

In-school disciplinary consequences can include, but are not limited to:

- Alternative Volunteer Service
- Behavior Plan
- Behavior/Academic Agreement
- Cafeteria Duty
- Community Conferencing/Restorative Justice
- Conference with Parent, Student, Counselor, Administrator
- Detention – before or after school, or during school and/or extracurricular activities, or lunch
- Homeroom Change
- In- School Suspension
- Loss of Incentive
- Parent/Guardian Shadowing
- Peer Mediation
- Phone Call to Parent/Guardian
- Reflective Essay
- Reprimand and Warnings by Teacher and/or Administrator
- Restriction of participation in after-school activities
- Time Outs

How is in-school suspension (ISS) different from the other in-school disciplinary consequences?

An ISS is the temporary removal of a student from one or all of the student's classes for a period of time. While on ISS, the student remains in school, continues their academic work, and is under adult supervision.

An ISS may be issued the same day as the disciplinary infraction, and the length of the ISS depends on the type and severity of the disciplinary infraction. School staff will notify parents/guardians when the decision to issue an ISS is made. If a student is placed on ISS, KIPP DC may ask the parent/guardian to attend a school conference within 48 hours.

A student on ISS will not be permitted to:

- Attend field trips;
- Eat lunch at student tables in cafeteria;
- Socialize with other students during class or during free time;
- Participate in non-academic classes;
- Earn points on their PBIS report (middle schools).

OUT-OF-SCHOOL DISCIPLINARY CONSEQUENCES

KIPP DC uses short and long-term out-of-school suspensions and expulsions as a last resort for egregious violations of its *Discipline Policy*. It is within the sole discretion of KIPP DC to implement out-of-school disciplinary consequences for these violations.

SHORT-TERM SUSPENSIONS

What is a short-term suspension?

A short-term suspension prohibits a student from attending school and taking part in any school function for up to and including five days.

How does KIPP DC implement a short-term suspension?

When a student commits an infraction that is eligible for a short-term suspension, the school leadership team will timely:

1. *Inform the student of the infraction.*
2. *Conduct a thorough investigation.*

Investigations may include but are not limited to (i) gathering statements from the student involved and any other individual(s) with knowledge of the incident, (ii) determining the accuracy of the infraction(s) based on this information, and (iii) searching a student's locker, desk, cubby, etc. if potentially relevant to the incident.

3. *Communicate the decision.*

Once the investigation is complete, the school leadership team will review the evidence, make a decision about the incident in question using a preponderance of the evidence standard of proof. If the school leadership team determines a short-term suspension is warranted, a member of the school leadership team will timely (i) inform the student of the short-suspension and the reason(s) for the disciplinary action and (ii) notify the parent/guardian by—

- Communicating the decision to them directly via telephone or in-person.
- Log the incident in DeansList and send a Notice of Disciplinary Action, by the end of the school day when possible, via email, that includes:
 - The length of the suspension;
 - The student's right to the return to school at the end of the suspension;
 - The right to appeal and information regarding KIPP DC's appeal procedures.

Do students have a right to appeal Short-Term Suspensions?

Yes. The short-term suspension appeal process is as follows:

1. *Submit a request to appeal in writing.*

Parents/guardians of KIPP DC students must submit the *Written Request to Appeal Disciplinary Decision Form*, found on the KIPP DC website within one (1) school day of being notified of the suspension in writing.

2. *Schedule appeal hearing*

A member of the school leadership team will attempt to schedule the Appeal Hearing within one day of receiving the written request to appeal. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand.

3. *Conduct an appeal hearing.*

- A member of the regional leadership team will conduct the Appeal Hearing, which may include the presentation of evidence, testimony, and questioning of those present.
- The student subject to suspension, parents/guardians, and one additional adult may represent the student at the hearing.
- Requests to appoint a third-party individual to attend the hearing in the parent/guardian's absence or have an attorney attend must be submitted in writing no less than 24 hours before the hearing.
- Appeal Hearings are closed to the public, cannot be video recorded under any circumstances, and can only be audio recorded as required to provide accommodations pursuant to the Americans with Disabilities Act or Section 504 of the Rehabilitation Act
- Requests to audio record an Appeal Hearing must be submitted to a member of the Regional leadership team no less than 48 hours before the hearing.
- During the Appeal Hearing, a school staff member will take shorthand notes, a copy of which will be provided to the parent/guardian at the conclusion of the hearing.

4. *Communicate final decision.*

- After the Appeal Hearing, a member of the leadership team will (i) review the evidence, (ii) determine if the initial decision was made on unreasonable grounds or without any proper consideration of the circumstances, and (iii) communicate the final decision within three school days to the parent/guardian.
- If the suspension is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion.

LONG-TERM SUSPENSIONS AND EXPULSIONS

What is a long-term suspension?

A long-term suspension prohibits a student from attending school and taking part in any school function for six to ten school days (not applicable for grades PK3-5). KIPP DC reserves the right to suspend students for up to five (5) days pending the completion of (i) the school leadership team's investigation and/or (ii) a disciplinary hearing.

What is an expulsion?

An expulsion permanently prohibits a student from attending or re-enrolling at a KIPP DC school and taking part in any KIPP DC function.

How does KIPP DC implement a long-term suspension or expulsion?

When a student commits an infraction that is eligible for long-term suspension or expulsion, a member of the school leadership team will timely:

1. *Inform the student of the infraction(s)*
2. *Conduct a thorough investigation*
 - See description above for details
3. *Notify the parent/guardian.*
 - Once the school leadership team determines a long-term suspension or expulsion is warranted, a member of the school leadership team will timely (i) inform the student of the suspension pending a discipline hearing and the reason(s) for the disciplinary action and (ii) notify the parent/guardian by—
 - Communicating the decision to them directly via telephone or in-person.
 - Sending a Notice of Disciplinary Action, by the end of the school day when possible, that includes:
 - The disciplinary infraction.
 - The date for the Discipline Hearing.
 - The school leadership team will attempt to schedule

the Discipline Hearing within three days of the disciplinary infraction.

- Once scheduled, the Discipline Hearing can be postponed for not more than five days at the parent/guardian's request.
- The student may not return to KIPP DC and participate in school activities before the Discipline Hearing is conducted before the long term suspension is served or if the student is expelled.
- A copy of this notification will also be included in the student's cumulative file.

4. *Conduct discipline hearing.*

- See description above under "conduct appeal hearing"

5. *Communicate Decision.*

- After the hearing, a member of the of the Instructional school leadership team (who was not involved in the original suspension decision) will review the evidence, make a decision about the incident in question using a preponderance of the evidence standard of proof, and will typically communicate the Disciplinary Hearing outcome within three school days.
- The Discipline Hearing outcome notification will:
 - Inform the student and parent/guardian of the Discipline Hearing outcome—long-term suspension or expulsion—and the reason(s) for the decision.
 - Include the length of the suspension and the student's right to return to school at the end of the suspension, for long-term suspensions.
 - Include the right to appeal and information regarding KIPP DC's appeal procedures.
 - A copy of this notification will also be included in the student's cumulative file.

If I disagree with a short-term suspension on appeal, a long-term suspension, or expulsion, do I have further recourse?

Yes. If any short-term suspension is upheld on appeal by the Regional leadership team, or a long-term suspension or expulsion is issued, the parent/guardian may request a final appeal by the KIPP DC Headquarters Discipline Committee ("HDQ Discipline Committee") or by an external hearing office. The parent/guardian must decide at the time of the request for an appeal, who they want the appeal heard by, out of these two options. Parents/guardians who want to consider the external hearing officer option should review the "External Hearing Officer Option" section below before submitting their appeal request, as the election must be made at the time of submission. The process is as follows:

1. *Submit request to appeal in writing.*

- Parents/guardians of KIPP DC students must submit the Written Request to Appeal a Disciplinary Decision form found on the KIPP DC website, or send the request directly to the Director of Student Policy at policy@KIPPDc.org within three school days of being notified of the decision.
- At the time of submitting the appeal request, the parent/guardian may elect to have the appeal heard by an external hearing officer instead of the HDQ Discipline Committee.
 - If a parent/guardian elects to use an external hearing officer, KIPP DC will select the officer from a pool of qualified individuals trained in KIPP DC's student discipline policies and hearing procedures.
 - If an external hearing officer is unavailable to facilitate a hearing within one week of the request, the appeal will be heard by the Discipline Committee instead.
 - The election must be finalized before a hearing is scheduled. If no election is made by the time scheduling occurs, the appeal will proceed through the standard Headquarters Discipline Committee process.

2. *Schedule appeal hearing.*

- The Director of Student Policy will attempt to schedule the Appeal Hearing within one week of receiving the written request.
- Once scheduled, the appeal hearing can be postponed for not more than five school days at the parent/guardian's request.
- The student may return to KIPP DC or participate in school activities once the suspension has been

served if an appeal is pending.

- If the student and/or parent/guardian fails to appear for the scheduled appeal hearing, the right to appeal is waived, and the original disciplinary decision will stand.

3. *Conduct an appeal hearing.*

- The appeal hearing may include the presentation of evidence, testimony, and questioning of those present.
- Parents/guardians and **one additional adult** may represent the student at the hearing. Requests to appoint a third-party individual to attend the hearing in the parent/guardian's absence, or have an attorney attend, must be submitted in writing no less than 24 hours before the hearing.
- Appeal Hearings are closed to the public, cannot be video recorded under any circumstances, and can only be audio recorded as required to provide accommodations pursuant to the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.
- Requests to audio record an appeal hearing must be requested no less than 24 hours before the hearing.
- During the appeal hearing, a Headquarters representative may take shorthand notes, a copy of which will be provided to the parent/guardian at the conclusion of the hearing.

4. *Communicate final decision in a timely manner.*

- After the hearing, the Discipline Committee will (i) review the evidence, (ii) determine if the initial decision was made on unreasonable grounds or without any proper consideration of the circumstances when deciding whether to uphold or overturn the initial decision, and (iii) communicate the final decision within three school days.
- If the suspension or expulsion is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion.
- If the suspension or expulsion is upheld, the original disciplinary decision will be imposed, and the decision will be final.

EXTERNAL HEARING OFFICER OPTION

An external hearing officer is an independent professional who is not employed by KIPP DC and who has no prior knowledge or involvement in the incident or the parties involved.

If a parent/guardian elects to utilize an external hearing officer, KIPP DC will select the external hearing officer from a pool of qualified individuals trained in KIPP DC's student discipline policies and hearing procedures. If an external hearing officer is unavailable to facilitate a hearing within one school week of the request, the appeal will be heard by the Discipline Committee. If the Discipline Committee is unavailable to facilitate a hearing within one school week of the request, an external hearing officer may facilitate the hearing.

The election to utilize an external hearing officer must be finalized before a hearing is scheduled with the Discipline Committee. If no election is made by this time, the appeal will proceed through the standard process.

SPECIAL NOTES CONCERNING SUSPENSION AND EXPULSION

How are suspension days counted?

Suspension days shall be counted as follows:

- If the student is suspended before 12:00 PM, that day shall be counted as a part of the suspension.
- The suspension terminates at 12:00 AM on the day identified as the last day of suspension on the Notice of Disciplinary Action letter.
- Days when school is officially closed shall not be counted as part of the suspension time (e.g. holidays, parent/teacher conferences).
- If a discipline or appeal hearing is postponed for any reason, the additional days the student remained out of school will be taken into consideration when determining the hearing outcome.
- If a parent/guardian prevents their student from returning to school once a suspension is complete and does not provide a valid excuse pursuant to KIPP DC's *Attendance Policy*, those absences will be recorded as unexcused.

Can students make up classwork during out-of-school suspensions?

Yes. School staff will work with families to develop a plan for continued education to ensure students are provided with classwork during out of school suspensions. Upon returning to school, students will also have the opportunity to complete classwork they were unable to complete at home during out of school suspensions.

Can students who have been suspended or expelled participate in school-related activities?

No. Students who are suspended from school shall not be eligible to participate in any school functions and are prohibited from being on KIPP DC property for the duration of the suspension. Students who are expelled from school are permanently barred from attending, re-enrolling, and participating in school functions and may be barred from being on KIPP DC property, even as a spectator or visitor.

DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES

How do KIPP DC's discipline policies apply to students with disabilities?

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses listed in the *Discipline Continuum*. A multidisciplinary team will hold a manifestation meeting to determine whether (i) the incident was a manifestation of their disability and (ii) the student is approaching their tenth suspension day or shows a pattern of behavior(s).

If it is determined that the student's behavior is a manifestation of the student's disability, the student—absent extenuating circumstances—will receive consequences consistent with 34 CFR § 300.530(f), including the return of the student to the educational placement as appropriate. If it is determined that the student's behavior is not a manifestation of their disability, the student's file will be reviewed and a disciplinary consequence consistent with the policies outlined in this section will be issued. If a student with a disability is suspended, KIPP DC will make up specialized instruction and related services following that student's suspension, consistent with 34 CFR § 300.530(d), and, if necessary, provide services at its administrative offices following that student's expulsion, pending their enrollment in another public agency. Parents/guardians with questions should contact the campus Student Support Services' Compliance Manager.

STUDENT CELL PHONES AND OTHER ELECTRONIC DEVICES/GADGETS

Students are not permitted to carry cell phones, other electronic devices (i.e. smart glasses or smart watches), or gadgets at school, except as consistent with applicable law. Students must engage in the cell phone/electronic collection process if they decide to bring these devices to school. School staff will confiscate all devices that are visible, or make noise, take them to the office, and **require the student's parent/guardian to pick the devices up. KIPP DC in no way assumes any responsibility for and will not replace any damaged, lost, or stolen personal property of any kind.**

Students who need to call a parent/guardian for a school-related issue can ask permission to use the phone in the school office.

To protect the privacy of students, staff, and the KIPP DC community, parents and students may not record video, utilize live video streaming, record audio, utilize live audio streaming, or take photographs of other students or staff unless there is prior notice and consent of the person(s) being recorded.

PROHIBITED ITEMS

KIPP DC prohibits the following items on school grounds. This list is not all-inclusive, and KIPP DC reserves the right to prohibit any item KIPP DC staff determines in its sole discretion is unsafe or otherwise inappropriate:

- Fireworks or explosives
- Weapons, including but not limited to:
 - Knives
 - Firearms
 - Razor blades
 - Taser/Stun guns
 - Incendiary devices
 - Mace/Bear/Pepper Spray
- Tobacco/alcohol/marijuana
- Illegal drugs

KIPP DC reserves the right to take one or more of the following actions when a student is found in possession of prohibited items:

- Confiscation of the items, without return;
- Implementation of restorative justice practices;
- Appropriate disciplinary measures, including suspension or expulsion;
- Referral to MPD.

STUDENT ENTRY

In adherence to our commitment to maintaining a safe and secure environment for all members of our school community, it is mandated that all middle school students undergo metal detector screenings upon their entry to the building. If the metal detectors register a positive reading, designated security personnel will conduct a secondary screening using a wand. In the event of a positive reading from the wand, staff will follow the student search protocol. Upon successful clearance, students will be granted access to the building

STUDENT SEARCHES

To protect the safety of all students, school staff, and visitors, KIPP DC reserves the right to search a student or a student's personal property when there is reasonable suspicion that the student violated KIPP DC's *Discipline Policy* and/or local or federal law. KIPP DC also reserves the right to conduct a search, and search of school property assigned to a student, if the search is part of the overall effort to maintain the security and safety of KIPP DC schools. School property includes, but is not limited to lockers and cubbies, while student property includes backpacks, purses, and cell phones. All searches must be authorized and conducted by a member of the school leadership team in the presence of a witness, except where the circumstances render the presence of a witness impractical.

When an individual student is searched, KIPP DC will make a reasonable effort to conduct the search out of the sight and hearing of other students. In addition, unless there is a reasonable suspicion of an immediate safety concern, KIPP DC staff will first attempt to contact the student's parent/guardian. In the event the parent/guardian is unreachable, KIPP DC will proceed with the search.

CONTINUUM OF MINIMUM & MAXIMUM CONSEQUENCES/DISCIPLINARY SANCTIONS

The continuum below, represented by the shading, shows the minimum and maximum consequences for each infraction. The school Principal/designee will determine the appropriate consequence within this continuum based on the severity of the infraction, the student's record, and whether or not this is a first-time or repeated infraction. KIPP DC recognizes that for a consequence to be an effective response, they must be assessed consistently, fairly, and equitably. Please note that KIPP DC reserves the right to:

- Involve outside agencies as necessary, including CFSA, a drug rehabilitation center, etc.;
- Involve MPD for infractions that pose a serious and immediate threat to school safety as indicated below; and,
- Take disciplinary action against students who are present during and witness to any of the below infractions if they do not cooperate with school administration during the course of investigation.

KEY OF TERMS

ST OSS	Short Term Out-of-School Suspension -- 1 to 5 Days
LT OSS	Long Term Out-of-School Suspension -- 6 to 10 days (not applicable to grades PK3-5)
REF	Referral to Outside Agency (CFSA, drug rehabilitation center, unless otherwise indicated*)

Disrupting the Learning Environment

	Infraction Type	Grade Levels	In Class Response	ISS	ST OSS	LT OSS	Expulsion	Referral
	Attending class without required class materials or assigned work	PK3 - PK4						
		K - 8						
	Disrespectful communication with staff or peers, including the use of profanity and obscene gestures	PK3 - PK4						
		K - 8						
	Dress code violation	PK3 - PK4						
		K - 8						
	Gambling	PK3 - PK4						
		K - 8						
	Inappropriate or disruptive physical contact between students, not of a sexual nature.	PK3 - PK4						
		K - 8						
	Leaving classroom or school without permission/skipping/tardy	PK3 - PK4						
		K - 8						
	Lewd or Indecent Public Behavior	PK3 - PK4						
		K - 8						
	Non-violent misconduct that conflicts with KIPP DC culture and occurs off school grounds, including non-school sponsored events, where the student willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress	PK3 - PK4						
		K - 8						
	Repeated classroom disruptions including failure to follow staff instructions	PK3 - PK4						
		K - 8						

	Infraction Type	Grade Levels	In Class Response	ISS	ST OSS	LT OSS	Expulsion	Referral
	Recording or photographing students or staff members without prior knowledge or consent	PK3 - PK4						
		K - 8						
Discrimination	Communicating slurs based on actual or perceived race, color, religion, national origin, sex (including sexual harassment, and discrimination based on pregnancy, childbirth, related medical conditions, breastfeeding, and reproductive health decisions), age, marital status, personal appearance (including body type or size), sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or credit information	PK3 - PK4						
		K - 8						
	Harassment based on actual or perceived race, color, religion, national origin, sex (including sexual harassment, and discrimination based on pregnancy, childbirth, related medical conditions, breastfeeding, and reproductive health decisions), age, marital status, personal appearance (including body type or size), sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or credit information	PK3 - PK4						
		K - 5						
		6 - 8						
Other Types of Violence	Commission or attempted commission of any act of sexual assault or sexual aggression	PK3 - PK4						
		K - 5						
		6 - 8						
	Assault or physical attack on student or staff	PK3 - PK4						
		K - 5						
		6 - 8						
	Fighting (including inciting, participating in a planned or unplanned group fight that causes major disruption to school functions or bodily injury	PK3 - PK4						
		K - 5						
		6 - 8						

	Infraction Type	Grade Levels	In Class Response	ISS	ST OSS	LT OSS	Expulsion	Referral
	Bullying or cyberbullying (see <i>Bullying Prevention Policy</i>)	PK3 - PK4						
		K - 5						
		6 - 8						
	Coercing or inciting any infraction type in this category	PK3 - PK4						
		K - 5						
		6 - 8						
	Engaging in behavior that demonstrates affiliation with a criminally motivated organization	PK3 - PK4						
		K - 5						
		6 - 8						
	Intentionally contaminating food	PK3 - PK4						
		K - 5						
		6 - 8						
	Other violent misconduct that endangers the safety or welfare of others and occurs off campus, including at stores or businesses outside of school hours, including non-school sponsored events where the student willfully causes, attempts to cause, or threatens to cause bodily injury or emotional distress	PK3 - PK4						
		K - 5						
		6 - 8						
	Possession of fireworks or explosives	PK3 - PK4						
		K - 5						
		6 - 8						

	Infraction Type	Grade Levels	In Class Response	ISS	ST OSS	LT OSS	Expulsion	Referral
	Retaliation against students who make bullying or harassment complaints	PK3 - PK4						
		K - 5						
		6 - 8						
	Verbal, written, or physical threat or intimidation	PK3 - PK4						
		K - 5						
		6 - 8						
	Weapons: Possession of a firearm	PK3 - PK4						
		K - 5						
		6 - 8						
	Weapons: Possession of a weapon or a lookalike (including, but not limited to, knives, razor blades, mace, tear gas, pepper spray, incendiary devices, or any other dangerous objects; also includes replicas, toys, and fakes)	PK3 - PK4						
		K - 5						
		6 - 8						
	Weapons: Use or threatened use of a weapon or a lookalike (including, but not limited to, knives, razor blades, mace, tear gas, pepper spray, incendiary devices, or any other dangerous objects; also includes replicas, toys, and fakes)	PK3 - PK4						
		K - 5						
		6 - 8						

	Infraction Type	Grade Levels	In Class Response	ISS	ST OSS	LT OSS	Expulsion	Referral
Drugs and Alcohol	Possesses or uses illegal drugs (including marijuana)*	PK3 - PK4						
		K - 8						
	Possesses or uses prescription drugs not specifically prescribed for the individual	PK3 - PK4						
		K - 8						
	Possesses or uses tobacco or alcohol	PK3 - PK4						
		K - 8						
	Sells or distributes tobacco, alcohol, marijuana, prescription drugs, or illegal drugs	PK3 - PK4						
		K - 8						
	Arson (Note: Multiple infractions in the aggregate may be considered for LTS or Expulsion)*	PK3 - PK4						
		K - 5						
		6 - 8						
Property Related	Biohazard*	PK3 - PK4						
		K - 5						
		6 - 8						
	Destruction of property or vandalism	PK3 - PK4						
		K - 8						
		6 - 8						
	Robbery* (Theft or attempted theft using force, threat of force, or intimidation)(Note: Multiple infractions in the aggregate may be considered for LTS or Expulsion)	PK3 - PK4						
		K - 5						
		6 - 8						
	Arson (Note: Multiple infractions in the aggregate may be considered for LTS or Expulsion)*	PK3 - PK4						
		K - 5						
		6 - 8						

	Infraction Type	Grade Levels	In Class Response	ISS	ST OSS	LT OSS	Expulsion	Referral
	Trespassing	PK3 - PK4						
		K - 8						
	Unauthorized use of personal electronics during the school day	PK3 - PK4						
		K - 8						
	Unauthorized use of school equipment, electronics, technology, supplies, or facilities	PK3 - PK4						
		K - 8						
Dishonesty	Academic dishonesty	PK3 - PK4						
		K - 8						
	Forgery, false information, or lying	PK3 - PK4						
		K - 8						
	Tampering with, changing, or altering an official school record or document	PK3 - PK4						
		K - 8						

*FRACTION CATEGORIES AND TYPES FOR WHICH KIPP DC RESERVES THE RIGHT TO INVOLVE MPD

BULLYING PREVENTION POLICY

OBJECTIVES AND PURPOSE

KIPP DC expects students to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with KIPP DC's ability to educate our students in a safe and productive environment and the rights and abilities of students to learn. Acts of bullying, harassment, and intimidation directly contradict KIPP DC values. Therefore, to further this mission, KIPP DC, families, students, and staff members worked together to establish this comprehensive Bullying Prevention Policy. This policy protects the dignity and safety of the KIPP DC community and describes KIPP DC's prevention strategies to identify and prevent incidents by connecting youth to necessary services. KIPP DC will promptly investigate all incidents of bullying, harassment, and intimidation and provide appropriate remedies for victims of an incident.

DEFINITIONS

KIPP DC defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by KIPP DC.
3. Includes cyberbullying, defined as:
 - a. Bullying done through electronic means, which meets the definition of bullying above;
 - b. Sending, posting, or sharing negative, harmful, or false content about someone else via text messaging, electronic mail (email), or on social media platforms;
 - c. Sharing personal or private information online about someone else, causing embarrassment or humiliation.

PROHIBITION AGAINST BULLYING

Acts of bullying and retaliation, including cyber bullying, whether by youth, volunteers, or staff are prohibited:

1. On KIPP DC grounds and immediately adjacent property, at KIPP DC-sponsored or related events on and off KIPP DC grounds, on any vehicle used for KIPP DC business, at any transit stop at which youth wait to be transported to KIPP DC business, or through the use of any electronic devices owned by KIPP DC, leased by KIPP DC, or used for KIPP DC business.
2. At a location or function unrelated to KIPP DC, through the use of any electronic devices, including those not owned or leased by the KIPP DC, if the acts of bullying or cyber bullying create a hostile environment at KIPP DC for the victim or witnesses, infringe on their rights at KIPP DC or materially and substantially disrupt the orderly operation of KIPP DC

PROHIBITION AGAINST RETALIATION

KIPP DC prohibits retaliation by other students, volunteers, or staff against any individual who have made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. KIPP DC also prohibits taking any adverse action against an individual based on unsubstantiated allegations or rumor of bullying.

CODE OF CONDUCT

KIPP DC expects youth to behave in a way that supports KIPP DC's objective to provide a safe and welcoming environment for other youth, KIPP DC staff, and community members. Youth who are part of the KIPP DC community are expected to:

1. Treat all members of the KIPP DC community with respect;
2. Respect the property of KIPP DC, its staff, and other youth connected to KIPP DC; and
3. Respond appropriately to instructions from KIPP DC staff.

REPORTING INCIDENTS OF BULLYING OR RETALIATION

KIPP DC expects all staff members and volunteers to immediately report incidents of bullying or retaliation they witness or are made aware of to the school Principal/designee.

KIPP DC encourages youth, parents, guardians, and community members to promptly report any incidents of bullying or retaliation that they witness or become aware of. Bullying reports may be made to the school Principal/designee or directly to Ashley Ogbonna, KIPP DC's Director of Student Policy.

Bullying reports may also be made anonymously, which may trigger an investigation.

INVESTIGATING INCIDENTS OF BULLYING

Once KIPP DC receives a report of bullying or retaliation, the school Principal/designee will take steps to ensure the safety of the target referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents, if necessary. Examples of such steps taken include designating a staff member to serve as that target's "safe" person, altering seating or schedules to reduce access to the target or creating a safety plan in consultation with the target. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the target from additional incidents of bullying or retaliation. The school Principal/designee will take into account whether the individuals involved have disabilities and whether there are resulting protections or considerations that must be included in the investigation.

KIPP DC will investigate and address all incidents of bullying that school personnel know or reasonably should have known are occurring. Once KIPP DC receives a bullying report, the following groups will be notified as needed by the school Principal/designee:

- Parents/guardians: The school Principal/designee will, when appropriate, notify the parents/guardians of targets, alleged bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The school Principal/designee will determine if parents/guardians should be informed prior to or after the investigation of an incident.
- Schools: KIPP DC may notify the schools of all targets and alleged bullies in an incident of bullying to ensure that youth are not victimized across schools and that comprehensive services and protection can be provided to alleged bullies and targets.
- Law enforcement agencies: If KIPP DC determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the school Principal/designee may wish to consult with either a law enforcement officer or legal counsel. KIPP DC will notify these groups of incidents of bullying to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. KIPP DC will make every effort to protect the confidentiality of those who report bullying incidents.

The school Principal/designee is responsible for investigating reports of bullying and the investigation will be initiated no more than one day after the school Principal/designee receives a report of bullying and will conclude no later than 30 school days after the receipt of such a report. In some circumstances, investigations may require an additional 15 school days to be completed thoroughly. Investigations will take no longer than 45 school days in total. As part of the investigation, the school Principal/designee will interview, as necessary, any involved or relevant parties including targets, bullies, witnesses, staff, and parents/guardians, obtain documents, and allow the target and respondent to present evidence.

KIPP DC will provide confidentiality as much as possible to relevant parties and inform all relevant parties that

retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at KIPP DC. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the school Principal/designee will seek to ensure that the reported incident is one of victimization, rather than of interpersonal conflict. Thus, when investigating a reported incident, the school Principal/designee will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred and preventing future such instances. If the victim reports few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The school Principal/designee is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the school Principal/designee determines that an incident of bullying has occurred, they should take prompt and effective steps to end the bullying and eliminate its effects and respond with the steps enumerated in KIPP DC's Discipline Policy to prevent the recurrence of an incident and restore the safety of a victim.

CONSEQUENCES OF BULLYING AND/OR RETALIATION

KIPP DC recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, KIPP DC must ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the youth involved, and the age and developmental status of the youth involved.

Sanctions, if any, will be applied within one day of communicating the determination that an incident of bullying has occurred

To ensure that single incidents of bullying do not become recurring problems, KIPP DC will always refer victims and bullies involved in an incident to services in addition to imposing sanctions. KIPP DC does not endorse the use of punitive strategies associated with "zero tolerance" policies.

Potential consequences of bullying or retaliation include, but are not limited to:

- Reprimand;
- Deprivation of privileges;
- Bans on participating in optional KIPP DC activities;
- Ban or suspension from KIPP DC facilities;
- Suspension or expulsion.

APPEALS

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination to KIPP DC's Director of Student Policy. This appeal should be submitted in writing no later than 30 school days after the initial determination. Upon receipt of an appeal, the Director of Student Policy, or their designee, must conduct a secondary investigation within 30 school days of the receipt of an appeal. These 30 school days may be extended by up to an additional 15 school days if the Director of Student Policy sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Director of Student Policy must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

PUBLICATION AND CONTACT INFORMATION

This policy is also available on KIPP DC's website and will be distributed annually to all KIPP DC students and families. KIPP DC will also emphasize that the policy applies to all KIPP DC-sponsored functions and their participants.

All questions, comments, and concerns about the KIPP DC's *Bullying Prevention Policy* and prevention efforts should be directed to Ashley.Ogbonna@kipppdc.org.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION IN EDUCATION

NOTICE OF NON-DISCRIMINATION

KIPP DC is committed to ensuring that all of its employees and students act in conformity with federal and District of Columbia non-discrimination laws, including Titles IV and VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, the Age Discrimination Act of 1975, the District of Columbia School Safety Omnibus Amendment Act of 2018 (SSOAA), and the District of Columbia Human Rights Act of 1977.

Accordingly, KIPP DC provides educational opportunities without regard to, and does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex (including sexual harassment, and discrimination based on pregnancy, childbirth, related medical conditions, breastfeeding, and reproductive health decisions), age, marital status, personal appearance (including body type/size), sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of residence or business, or credit information.

Acts of harassment, including cyber bullying, whether by youth, volunteers or staff, and retaliation are prohibited:

1. On KIPP DC grounds and adjacent property, at KIPP DC related events, at any transit stops or vehicle used for KIPP DC business, or through the use of any electronic devices owned or leased by KIPP DC.
2. At a location or function unrelated to KIPP DC, or through the use of any electronic devices, if the act(s) of discrimination create a hostile environment at KIPP DC for the complainant or witnesses, infringe on their rights at KIPP DC or substantially disrupt the orderly operation of KIPP DC.

Employees or students found to have engaged in prohibited harassment will be subject to disciplinary action. Pursuant to the D.C. School Safety Omnibus Amendment Act of 2018, KIPP DC will not assist an individual in obtaining new employment involving direct interactions with minors, where KIPP DC knows or has probable cause to believe the individual engaged in sexual misconduct or sexual abuse regarding a child or student.

KIPP DC's detailed Title IX policy, which details the response to sexual harassment can be found on [KIPPDC.org's Title IX page](#).

KIPP DC's detailed Transgender and Gender Non-Conforming Student Policy can be found on KIPPDC.org's [Forms and Policies page](#).

PROHIBITION AGAINST RETALIATION

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. KIPP DC prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. KIPP DC also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment.

REPORTING PROCEDURES

Any individual, including a student, parent/guardian, or visitor, who believes conduct that violates this policy has occurred should promptly report the alleged acts to a teacher, counselor, the school Principal/designee, Deputy Chief Officer, or KIPP DC's Title IX Coordinator. Reports do not have to be made by the complainant. Such reports can be made in person, by mail, by telephone, or by email, through KIPP DC's online formal complaint form or using the contact information listed below. A school employee who receives a report of harassment, sexual harassment, dating violence, stalking, or retaliation, has actual knowledge, or who should reasonably know about the aforementioned violations of this section must promptly notify KIPP DC's Title IX Coordinator.

Ashley Ogbonna
Director of Student Policy and Title IX Coordinator
Phone: 202-265-5477
E-mail: Ashley.Ogbonna@kipppdc.org
Mail: 1255 Union St. NE, Suite 900, Washington, DC 20002

Inquiries about disability discrimination should be directed to:

Sarah Jane Forman
General Counsel
Phone: 202-600-9399
Email: sarahjane.forman@kipfdc.org
Mail: 1255 Union St. NE, Suite 900, Washington, DC 20002

The U.S. Department of Education's Office for Civil Rights (OCR) prohibits KIPP DC from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint alleging discrimination with OCR, contact OCR at:

Mail: Office for Civil Rights, District of Columbia Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
Fax: (202) 453-6021

Web: <https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>

For more information, please contact OCR at: [1-800-421-3481](tel:1-800-421-3481); 800-877-8339 (TDD); or ocr.dc@ed.gov

The U.S. Department of Agriculture (USDA) policy prohibits KIPP DC from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint alleging discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call, toll free, (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.

CONFIDENTIALITY

To the greatest extent possible, KIPP DC must respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. KIPP DC will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Coordinator/designee conducting the investigation will be responsible for making determinations about confidentiality.

The District of Columbia Human Rights Act, approved December 13, 1977 (D.C. Law 2-38; D.C. Official Code § 2-1402.11(2006), as amended) states the following:

It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-3545.

D.C. Code § 2-1402.11.

COMPLAINTS

This policy explains the process for bringing informal and formal complaints, and how KIPP DC seeks to address and respond to complaints. This complaint process does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Who can make a complaint?

Anyone can make a complaint, including students, parents, guardians, visitors, or other third parties.

What kind of complaints can I make?

You may lodge a complaint about any topic pertaining to KIPP DC's schools, programs, or activities, such as concerns about:

- Interpersonal conflicts.
- The educational environment.
- Discrimination, including prohibited harassment as defined in the *Equal Opportunity and Nondiscrimination in Education Policy* above.

When should I make an Informal Complaint?

Ideally, you will first attempt to resolve a complaint by bringing it to the attention of school staff informally. Informal complaints should be directed to one or more of the following school personnel:

- Teacher
- Counselor
- Vice Principal
- Principal/designee
- Deputy Chief of Schools

These individuals will seek to resolve the complaint through an informal process of cooperative agreement among the affected individuals. If a concern is not resolved at the initial point of contact, individuals are strongly encouraged to escalate the matter to school leadership (e.g., Principal or designee) or appropriate KIPP DC regional leadership before submitting a Formal Complaint.

When should I make a Formal Complaint?

You may file a formal complaint within 90 days of (i) the alleged issue, or (ii) receiving an unsatisfactory resolution of an informal complaint. KIPP DC reserves the right to determine the most appropriate resolution pathway based on the nature of the concerns raised.

How do I make a Formal Complaint?

In order to bring a formal complaint, you MUST fill out and submit KIPP DC's Formal Complaint form [here](#), along with any relevant documents.

You should submit this form (i) within 90 days of the alleged issue, or (ii) receiving an unsatisfactory resolution of an informal complaint.

What happens after I file a Formal Complaint?

After receiving a complaint, KIPP DC will conduct an initial review to determine the appropriate process for resolution. If KIPP DC determines that:

- The concerns raised could be effectively addressed through school-based or regional-level intervention; and
- The matter does not involve allegations that require a formal investigation (e.g., discrimination, harassment, or other legally mandated investigative processes),

KIPP DC may, in its discretion, refer the complaint back to the informal resolution process. In these referrals back to the informal resolution process:

- KIPP DC will ensure that the complainant is elevated to the appropriate decision-maker;
- KIPP DC may facilitate or monitor the informal resolution to ensure timely and appropriate handling; and
- The complainant will be notified of this referral and provided with a clear point of contact for follow-up.

A complainant may request that the matter return to the formal complaint process if the issue is not resolved through the escalated informal process referred back to.

Otherwise, formal complaints will involve the following:

1. *Determine whether a meeting is necessary*

KIPP DC will assess whether clarity is needed regarding the Formal Complaint. If so, KIPP DC will attempt to meet with you by telephone or in person within ten (10) business days after receipt of the Formal Complaint.

2. *Inform you of your rights.*

KIPP DC will notify you (the “complainant”) of your rights, including:

- The right to a prompt, thorough, and impartial investigation
- The right to report a crime to law enforcement
- Any relevant civil rights laws (e.g., Title IX, Title VI, Title II, Section 504).

KIPP DC will also inform the respondent of their rights, and the allegations made against them.

For Complaints Involving Prohibited Harassment (as defined above), KIPP DC will also notify you of:

- The right to request interim measures such as protecting the complainant from retaliation by the alleged aggressor (“the respondent”) and/or third parties, schedule changes, and counseling.
- That if the alleged harassment also constitutes child abuse, KIPP DC staff are required to notify CFSA or MPD.
- Resources, services, and information for students and families, including counseling and intervention strategies, if necessary.
- Specific training that KIPP DC’s Title IX Coordinator has undergone to conduct investigations of this type.

3. *Conduct an investigation.*

KIPP DC will conduct a prompt, thorough, and impartial investigation of the issues raised by the complainant, including interviewing witnesses, obtaining documentation, and allowing parties to present evidence.

For Complaints Involving Prohibited Harassment (as defined above) KIPP DC will investigate regardless of:

- Whether the police are also investigating
- Where the alleged harassment occurred (e.g., on-campus, off-campus, online).
- Who the respondent is (e.g., student, employee, non-KIPP DC student or employee)

4. *Make a determination.*

KIPP DC will determine whether the complaint was substantiated based on the totality of the facts and the circumstances.

For Complaints Involving Prohibited Harassment (as defined above)

KIPP DC will not infer or suggest that a complainant consented to the harassment because of:

- The complainant’s appearance (e.g., clothing, makeup, body type, pregnancy).
- The complainant’s alcohol or drug use.
- The complainant’s sexual history with the respondent or third parties.
- The time or place of the incident.

KIPP DC will determine if the alleged harassment occurred and whether it created a hostile environment using a preponderance of the evidence standard of proof. In determining whether a hostile environment exists, KIPP DC will also evaluate additional factors such as:

- The degree to which the conduct affected one or more students’ education.
- The type, frequency, and duration of the conduct.
- The age, sex, and other protected traits of the alleged harasser(s) and subject(s) of harassment.

5. Provide a Written Summary of Findings.

KIPP DC must provide a written summary of findings, including the rationale for the determination, and how to file an appeal. If the complaint is substantiated, these findings will also include proposed resolutions and sanctions generally, as appropriate and not in violation of any confidential policies. KIPP DC strives to provide this summary within 30 business days after receipt of the Formal Complaint.

If you do not receive a written response from KIPP DC within 30 business days, you should contact the Director of Student Policy and Title IX Coordinator (contact information provided below) by email or phone regarding the status of the written summary. For complaints involving student-on-student acts, students will be notified contemporaneously.

Ashley Ogbonna, Director of Student Policy and Title IX Coordinator
Phone: 202-265-5477
E-mail: Ashley.ogbonna@kipppdc.org
Mail: 1255 Union St. NE Washington, DC 20002

Can I appeal KIPP DC's findings?

Yes. If you are not satisfied with KIPP DC's findings, you may submit a written/emailed request for appeal to the Superintendent within 15 business days of receiving the decision from KIPP DC's Director of Student Policy.

A request for appeal must include:

- The written summary of findings;
- Any relevant evidence; and
- An explanation of the reason for seeking an appeal.

The Superintendent will contact you to schedule a telephone or in-person meeting. This meeting will usually take place within ten (10) business days after the written request for appeal was received.

The Superintendent must provide a final written response explaining the outcome of the appeal. This final written response will typically be provided within 30 business days after receiving a written request for appeal.

Can I appeal the Superintendent's findings?

Yes. If you are dissatisfied with the Superintendent's findings, the next and last step in this process is to contact Shannon Hodge, KIPP DC's CEO and Board of Trustees member via email at shannon.hodge@kipppdc.org. You should only contact the CEO after taking the steps outlined above.

We anticipate that very few concerns, if any, will be referred to the CEO.

VISITORS AND MEETINGS

VISITOR SECURITY CHECK-IN PROCEDURES

KIPP DC strives to provide a warm and welcoming environment for students, families, and staff while maintaining the safety and security of our community. Visitors are accepted through appointment only with your child's teacher or Principal. All visitors must use the main entrance to enter and exit the school building, except in cases of fire or emergency. Every visitor must adhere to the following *Security Check-In Procedures*:

Before being granted access to the school building, **all** visitors must report to the security desk to:

- Identify themselves and present valid, government-issued photo identification that includes the holder's date of birth;
- Receive a visitor's badge that must be worn for the duration of the visit.

Please note—

- Only visitors with school related business will be granted access to the school. In general, all visitors must have a pre-approved appointment.
- The school Principal/designee may, at their discretion, direct school security to limit the areas and time period during which the visitor may access the school building.
- Visitors who violate these *Check-In Procedures* will be reported to the Principal/designee or security officer, who will determine, what, if any further action is necessary.
- Visitors who are found to be a match on the Visitor Management database search will not be permitted to enter the building.
- Visitors must check out and turn in their badge upon leaving the building.
- Visitors must be accompanied by a KIPP DC staff member at all times.

To facilitate safe campuses, KIPP DC uses the Raptor Visitor Management System. Visitors are required to present valid government-issued photo identification that includes the holder's date of birth to security staff. The system will quickly produce customized visitor badges and electronically check individuals against KIPP DC alerts and the sex offender registry. Visitors should be prepared to follow security check-in procedures of the respective campus.

If you have any questions or concerns about the Visitor Management System, please contact a member of our administrative team. Thank you for your understanding and for supporting our efforts to enhance school safety.

VISITOR CODE OF CONDUCT

It is KIPP DC's expectation that during school visits, all parents/guardians and other visitors are engaged in activities directly related to the purpose of their visit. If any visitor is disruptive or displays threatening or inappropriate behavior towards any person on KIPP DC school property, the school Principal/designee, at their discretion, can-

- Remove the individual from the building.
- Bar the individual from the building and/or attending future KIPP DC events.
- Call MPD (see *Barring Notices and Procedures Policy* below).

Examples of disruptive, threatening, or inappropriate behavior include, but are not limited to:

- Vandalism;
- Using profanity;
- Public intoxication;
- Falsely accusing school staff members;
- Failure to model and support KIPP DC values;
- Trespassing on school property while school is not in session;
- Carrying any weapon, even if licensed or authorized to carry;
- Refusing to leave a classroom when asked to do so by the teacher;
- Engaging with any other student who is not their own child;
- Compromising the health, safety, security or welfare of the school, its students, or school staff;

- Refusing to identify oneself to school staff members or comply with staff instructions;
- Recording or photographing staff or students without their prior knowledge or consent;
- Disturbing the school environment or operations, including congregating in hallways, lobbies, stairwells, and other public space.

VIDEO SURVEILLANCE

KIPP DC schools are secured with video surveillance equipment, which record and monitor school activity before, during, and after school. Video footage is the property of KIPP DC, is at times considered a school record, and will not be released to any individual except for law enforcement and/or in response to valid subpoenas. Additionally, to ensure the privacy of all students, the school will not honor any requests to view video footage by anyone except law enforcement or in response to valid subpoenas.

BARRING NOTICES AND PROCEDURES

KIPP DC reserves the right to deny an individual's access to a school building for violating the *Visitor Code of Conduct* set forth above. Should such circumstances arise, the school Principal/designee must issue a *Barring Notice*, which at a minimum, will include:

- The name of the barred individual;
- The name of the school Principal/designee issuing the barring notice;
- The school from which the individual is barred;
- The reasons for which the individual is barred;
- Notice that—
 - The barred parents/guardians may request a review meeting not earlier than eight weeks after the barring notice is issued by contacting the Director of Student Policy.
 - If meeting granted, the unbarring meeting may be held at KIPP DC Headquarters.
 - KIPP DC reserves the right to extend a barring period past the end of the school year in uniquely egregious circumstances.

PARENT/GUARDIAN CLASSROOM VISITS AND MEETINGS WITH SCHOOL STAFF

What is KIPP DC's policy for parent/guardian classroom visits and meetings?

- Parents/guardians are welcome at school to visit their student's classroom at the discretion of the school's Principal/designee and meet with their student's teacher/other school staff by appointment.
- Parents/guardians are subject to the same *Visitor Security Check-In Procedures* and *Code of Conduct* outlined above. If the classroom visit request is granted, parents/guardians should silently observe their student in the classroom. Parents should also silently observe their student in a scheduled meeting with their student's teacher/school staff, where the parent is not a participant of the meeting.
- KIPP DC reserves the right to limit classroom visits as necessary to protect the integrity of the instructional environment, privacy of other students, and promote all students' developmental needs.

How do I schedule a classroom visit or meeting?

- Requests should be made to the teacher and Principal/designee. Teachers and school staff are happy to schedule time to meet before or after school, when possible.

Who can attend classroom visits and meetings?

- Parents and guardians
 - Note: access to students will be consistent with current and valid court orders that delineate parent, guardian, or third-party rights regarding the student, including those appointed by OSSE of the Family Court of the DC Superior Court.
 - School staff will consult with a member of KIPP DC's legal team for guidance on interpreting the terms of a court order and any accompanying request for records.
- Relatives, caretakers, or others
 - Relatives and caretakers who are not the student's parent/guardian will be allowed to visit the student's classroom if they (i) are accompanied by the student's parent/guardian or (ii)

received permission in writing from the parent/guardian and the school principal/designee in advance of the visit.

NON-SOLICITATION

To further KIPP DC's mission and vision, KIPP DC may occasionally grant access to nonemployees for certain charitable, civic, or commercial activities, subject to KIPP DC's prior approval and within KIPP DC's discretion. Nonemployees seeking such access must submit requests at least seven (7) days prior to the requested access to the relevant school leader. Otherwise, solicitation and distribution of literature on KIPP DC property, including in parking lots, is generally prohibited.

VISITORS PARTICIPATING IN IEP/504 MEETINGS AND OBSERVATIONS OF STUDENTS WITH DISABILITIES

Educational advocates, attorneys, social workers, guardian *ad litem* attorneys (GALs), and evaluators may contact school staff to schedule IEP/504 meetings with the appropriate Student Support Services team member, conduct classroom evaluations/observations, or request student records. All visitors must (i) adhere to *Visitor Security Check-in* and *Code of Conduct* outlined above, (ii) only remain in the building for the purpose and duration of their visit, and (iii) not roam the school or evaluate/observe other students during their visit.

IEP/504 MEETINGS

Who can attend IEP/504 meetings and what type of authorization is required?

- *Students*
- *Parents and guardians*
- *Social workers and GALs*
 - Authorization: valid court order dated within the calendar year that clearly states the student's name, the name of the individual, and the individual's relationship to the student.
- *Evaluators, education advocates, and attorneys*
 - Authorization: written consent from the student's parent/guardian dated within the calendar year, and advance notice of participation

Note: Individuals who are barred from a school but need to participate in an IEP meeting may participate via telephone or zoom.

How do I schedule an IEP/504 meeting?

- All meetings must be scheduled prior to the day of arrival at the school with the Student Support Services team. KIPP DC reserves the right to reschedule the meeting when prior notice of additional attendees is not provided.
- School staff **are not** obligated to meet with an attorney, educational advocate, or observer or to allow them access to the school if prior arrangements have not been made.

CLASSROOM OBSERVATIONS/EVALUATIONS/SERVICE PROVIDERS

Who can conduct a classroom observation or evaluation and what type of authorization is required?

- *Parents and guardians*
- *Parent-appointed designee*
 - Authorization: complete the *Observation Designee Form* in which the designee agrees that they will not disclose nor use any information obtained during the course of the observations for the purpose of seeking or engaging clients in litigation against KIPP DC.
- *Professional evaluators*
 - Authorization: letter that indicates what assessment the evaluator is conducting and includes the parent/guardian's signature giving permission to conduct the assessment of the student at school.

Note: attorneys have no legal right to observe any class and will not be permitted to do so, unless they have legal documentation creating the right.

How do I schedule an observation or evaluation?

- All observations/evaluations must be confirmed prior to the day of arrival at the school. Please make an appointment with the school Principal/designee.

What else should I expect?

- All observers/evaluators must sign the *Confidentiality Agreement* and give it to the school Principal/designee before the start of the observation/evaluation.
- School staff may accompany an individual during a classroom observation/evaluation, at KIPP DC's discretion.
- Not more than three (3) individuals will be allowed in a classroom during the observation/evaluation, and it must be two (2) hours or less. Any request for an extension must be made in advance and granted at KIPP DC's discretion.
- Observers/evaluators must have no direct interaction with students, including the student who is the subject of the classroom observation/evaluation. Observers/evaluators must refrain from engaging the attention of the teacher or other students.

Do you allow outside service providers?

- To minimize disruption to instruction and ensure student safety, KIPP DC generally does not permit outside service providers to pull students from class to provide services during the school day.
- Services delivered by non-KIPP DC staff during instructional hours are limited to those required by law and documented in an approved IEP, Section 504 Plan, or other legally mandated agreement, and must be coordinated with prior approval from the Principal/designee.

OTHER LEGALLY MANDATED NOTIFICATIONS

TECHNOLOGY ACCEPTABLE USE POLICY AND INTERNET SAFETY

COMPUTER AND INTERNET ACCEPTABLE USE AGREEMENT

KIPP DC adheres to the federal requirements and guidelines stipulated under TITLE XVII— Children's Internet Protection Act (CIPA). Visit <http://www.ifea.net/cipa.html> to view this document in its entirety.

INTERNET SAFETY POLICY

KIPP DC's policy of Internet safety is enforced and includes measures to block or filter Internet access for both minors and adults to certain visual depictions, as well as audio and other media content, while on KIPP DC's network. These include content that is:

- Obscene;
- Harmful to minors;
- Child pornography, or, with respect to use of computers with Internet access by minors.

An authorized person can disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purpose.

EDUCATIONAL PURPOSE

KIPP DC's Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. You may not use KIPP DC's network for entertainment purposes (except for those periods of time that the school has designated as "open access" – when school is not in session).

KIPP DC has the right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in KIPP DC's disciplinary code and the law in your use of the network.

Principal/designees are responsible for providing training so that Internet users and students under their supervision are knowledgeable about this policy and its accompanying guidelines. Such training must include, but not be limited to:

- education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms;
- the inherent dangers associated with disclosing personally identifiable information when online;
- the consequences for students who engage in other unlawful and/or inappropriate activities online;
- cyberbullying awareness and response.

All Internet users (and their parents/guardians if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

INTERNET MANAGEMENT

Embracing the Internet as a critical component in today's world is essential if our students are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the exposure of students to inappropriate material and people.

As part of our commitment to Internet security we content filter using GoGuardian and/or Sonicwall DNS. These content filtering programs provide KIPP DC with the ability to monitor safety concerns and block objectionable material while capturing the window when this material is accessed. Specifically, when KIPP DC receives an alert during school hours that a student has accessed material related to suicidal acts or self-harm, a mental health practitioner (MHP) may intervene as necessary by following up with that student to discuss the accessed material and to provide appropriate supports. An MHP's follow up with the student will remain confidential, unless KIPP DC is legally obligated to make a mandated report.

When KIPP DC receives an alert that a student has accessed material related to threats of violence toward another person or group, the operations team or designee shall be notified immediately to assess the nature of the threat and determine the appropriate response. Responses may include notifying law enforcement, contacting the student's parent or guardian, and/or restricting the student's access to KIPP DC's network pending investigation. KIPP DC will cooperate fully with law enforcement in any investigation related to

threats made through the school network.

STUDENT INTERNET ACCESS

The World Wide Web is a global database system that provides access to information from around the world. Students may have access to Web information resources through their classroom, library, school computer, or school computer lab. E-mail is an electronic mail system, which allows students to communicate one to one with people throughout the world. Students may create and use school e-mail accounts through the KIPP DC network under teacher supervision. Students should not expect that these email accounts are private or unmonitored.

The Principal/designee and the system administrator have the right to eliminate any expectation of privacy. Parents/guardians have the right to request to see the contents of students' email files.

UNACCEPTABLE USE

The following uses of the KIPP DC Internet system are considered unacceptable:

1. **Providing Personal Information:** Students must not post personal contact information about themselves, or another KIPP DC student or staff member online or to artificial intelligence (AI) programs or chatbots. Personal contact information includes, but is not limited to, home address, telephone number, and school address. This information may not be provided to an individual, organization, or company, including through e-mail, websites that solicit personal information, social networking websites, or internet chat rooms. Students must not agree to meet with someone they meet online. Students must promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable or unsafe, including any instances of cyberbullying.
2. **Illegal Activities:** Students must not attempt to gain unauthorized access to the KIPP DC network or to any other computer system through the network or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. Students must not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. Students shall not use the network to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
3. **System Security Violations:** Students are responsible for their individual account and must take all reasonable precautions to prevent others from being able to use their account. Under no condition should students provide their password to another person. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students shall not intentionally search for security problems, because this may be construed as an illegal attempt to gain access. Students shall avoid the inadvertent spread of computer viruses by following the virus protection procedures. No software is to be downloaded on the computer systems at any time without the explicit consent of the system administrator.
4. **Inappropriate Online Behavior:** Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while on any websites online. Students shall not post information on any websites that could cause damage or a danger of disruption.

Students shall not engage in personal attacks or cyberbullying, including prejudicial or discriminatory attacks. Students shall not harass another person. Harassment is unwelcome conduct based on a person's actual or perceived race, color religion, national origin, sex (including sexual harassment, and discrimination based on pregnancy, childbirth, related medical conditions, breastfeeding, and reproductive health decisions), age, marital status, personal appearance (including body type/size), sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or credit information. If a student is told by a person to stop sending them messages, that student must stop immediately. Students shall not knowingly or recklessly post false or defamatory information about a person or organization on any websites. Restrictions against inappropriate online behavior apply to all public messages, private messages, and material posted through e-mail or on all websites, including, but not limited to, social networking websites and internet chat rooms.

5. **Privacy Violations:** Students shall not transmit via e-mail or re-post on any website a message that was sent to them privately without permission of the person who sent them the message. Students shall not transmit or post private information, including personal contact information, about another person through e-mail or on any websites.
6. **Excessive Use:** Students shall use the internet system for educational and career development activities and limited, high-quality, self-discovery activities only. Students shall not post chain letters or engage in "spamming".
 - Spamming is sending an annoying or unnecessary message to a large number of people. Students shall check their e-mail frequently and delete unwanted messages promptly. Students shall subscribe to high-quality discussion group mailing lists that are relevant to their education or career development only.
7. **Plagiarism:** Students shall not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
8. **Copyright Infringement:** Students shall respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students shall follow the expressed requirements. If a student is unsure whether or not they can use a work, they should request permission from the copyright owner. If a student has questions, they should ask a teacher.
9. **Inappropriate Access to Material:** Students shall not access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If students mistakenly access inappropriate information, they should immediately tell their teacher. This will protect students against a claim that they have intentionally violated this Policy. Students' parents/guardians shall instruct students if there is additional material that they think it would be inappropriate for students to access. The school fully expects that students shall follow parent/guardian instructions in this matter.

DISCIPLINARY ACTIONS

The KIPP DC Internet system is a limited forum; therefore, the school may restrict your speech for valid educational reasons. The school will not restrict student speech on the basis of a disagreement with the opinions they are expressing.

Students should expect only limited privacy in the contents of their personal files or record of Web research activities. Routine maintenance and monitoring of the network may lead to discovery that students have violated this Policy, KIPP DC's *Student Discipline Policy*, or the law. An individual search of personal files will also be conducted if there is reasonable suspicion that a student has violated this Policy, KIPP DC's *Discipline Policy*, or the law.

KIPP DC will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted through the school network.

In the event there is a claim that a student has violated this Policy or KIPP DC's *Discipline Policy* in their use of the network, that student will be provided with a written notice of the suspected violation and an opportunity to be heard in the manner set forth in KIPP DC's *Discipline Policy*.

LIMITATION OF LIABILITY

The school makes no guarantee that the functions or the services provided by or through the KIPP DC Internet system will be error-free or without defect. KIPP DC will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. KIPP DC is not responsible for the accuracy or quality of the information obtained through or stored on the system.

The school will not be responsible for financial obligations arising through the unauthorized use of the system. Parents/guardians can be held financially responsible for any harm to the system as a result of intentional misuse.

STUDENT USE OF KIPP DC COMPUTERS AND CLASSROOM TECHNOLOGY

KIPP DC computers and classroom technology shall be used for academic purposes only. Students shall not engage in any of the unacceptable use activities outlined in the Unacceptable Use Policy outlined above. KIPP DC students may be assigned a KIPP DC computer to be used during the school day, and each student shall be responsible for taking care of their computer during the school day. Each student shall also be responsible for any material that is either sent from their account and/or from the KIPP DC computer assigned to them. Students shall report any computer damage or malfunction to their teacher immediately.

Students are prohibited from taking KIPP DC computers and classroom technology home at the end of the school day. Other devices may be assigned for at-home use, but only when explicitly authorized in writing by both the student support and IT teams.

Parents/guardians may be held financially responsible for fixing and/or replacing a computer if their student damages it. KIPP DC reserves the right to restrict or deny a student access to a KIPP DC computer during the school day for violations of KIPP DC's Discipline Policy.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their student's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The full text of the FERPA statute can be found at 20 U.S.C. § 1232g and the FERPA regulations can be found at 34 CFR Part 99. For additional information, please see the FERPA Notice of Rights and opt-out forms at Appendix F.

FERPA affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. 20 U.S.C. § 1232g; 34 CFR Part 99, *et seq.* These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible students should submit to the school Principal/designee a written request that identifies the record(s) they wish to inspect. The Principal/designee will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents/guardians or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school Principal/designee, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by KIPP DC to comply with the requirements of FERPA. The name and address of the office responsible for administering FERPA is:

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

In limited circumstances, FERPA permits the disclosure of a students' education records, without prior written consent of the parent or eligible student, if the disclosure meets certain conditions found in section 99.31 of the FERPA regulations.

Parents and eligible students have a right to inspect and review the record of disclosures the school has made of the student's education records, except for disclosures to school officials with legitimate educational interests, disclosures made in response to certain judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures made to the parent or eligible student.

In the following situations, KIPP DC may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors,

- consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. KIPP DC will forward such records upon request.
 3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of section 99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
 4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
 5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to section 99.38.
 6. To organizations conducting studies for, or on behalf of, the school, in order to: (i) develop, validate, or administer predictive tests; (ii) administer student aid programs; or (iii) improve instruction.
 7. To accrediting organizations to carry out their accrediting functions.
 8. To parents of an eligible student if the student is a dependent for IRS tax purposes.
 9. To comply with a judicial order or lawfully issued subpoena.
 10. To appropriate officials in connection with a health or safety emergency.
 11. To an agency caseworker or other representative of a State or local child welfare agency or authorized tribal organization when that organization is legally responsible for the care and protection of the student, pursuant to the Uninterrupted Scholars Act of 2013.
 12. Information the school has designated as "directory information" if disclosure would not generally be considered harmful or an invasion of privacy, and/or unless the parent or student over the age of 18 notifies the school in writing that they do not wish for directory information to be disclosed without prior consent.

Directory information at KIPP DC is limited to the following:

- Student Name and Mailing Address
- Parent/guardian name, Mailing Address, Telephone Listing, and Email Address
- Student's photograph
- Birthdate and Place of Birth
- Participation in Officially Recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Honors and Awards Received
- Major Field of Study
- Diplomas and Awards Received
- Dates of Attendance, Grade Level, and Enrollment Status
- Most recent prior school of attendance
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, or any biometrics cannot and will not be used for this purpose.)

To opt out of the release of directory information, please see the *Release of Student Directory Information Opt- Out Form* at the end of this Handbook.

NOTIFICATION OF RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED)–

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor, under State law.

KIPP DC has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. KIPP DC will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. KIPP DC will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt their child out of participation of the specific activity or survey. KIPP DC will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their student out of such activities and surveys.

Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with:
U.S. Department of Education

Student Privacy Policy Office 400
Maryland Avenue, SW Washington,
DC 20202-5901

EDUCATION OF HOMELESS CHILDREN AND YOUTH PROGRAM

EDUCATIONAL RIGHTS PUBLIC NOTICE

The mission of the Office of the State Superintendent of Education's (OSSE's) Homeless Education Program is to ensure that every child and youth experiencing homelessness receives free, appropriate, public educational opportunities; to provide training and support to schools, shelters and the community; and to increase awareness about the issues experienced by children, youth and families experiencing homelessness. Children and youth experiencing homelessness should have equal access to the same educational opportunities and services as permanently housed children and youth. In addition, children and youth experiencing homelessness should have the opportunity to meet the same challenging academic achievement standards to which all students are held.

What is the definition of homeless children and youths?

- Children and youth who lack a fixed, regular, and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including DC transitional housing); are abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;
- Migratory children who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above.

Can a homeless child enroll in school?

Yes. The student may continue enrollment in the school of origin for the duration of homelessness. The school of origin is the one the student attended prior to becoming homeless or the school in which the student was last enrolled. The student may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless student in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed 15 days. The local school must provide the parent, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.

Who at the school can I contact to see if I qualify for the Homeless Children & Youth Program?

You can contact our LEA Homeless Liaisons by emailing hycp@kipppdc.org and they can connect you with the appropriate school-based homeless liaison to complete an intake to submit for review. Our Mental Health Practitioners serve as our school-based homeless liaisons who you can also contact directly.

Whom should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or if other assistance is needed?

The Homeless Education Program has been designed to assist children and youth who are experiencing homelessness and their families regarding educational issues. If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Education of Homeless Children and Youth Office at (202) 654-6123.

What services are provided by the Homeless Children and Youth Program?

The Homeless Children and Youth Program provides the following services: transportation assistance, dispute resolution, enrollment assistance (including immediate enrollment), special projects, Homeless Awareness Month, staff development, and interagency collaboration.

ASBESTOS MANAGEMENT INFORMATION

This information is provided as partial fulfillment of the Asbestos Hazard Emergency Response Act's (AHERA) rules requiring annual notification to workers and building occupants or their legal guardians of inspections, response actions, and post response action activities, including periodic reinspection and surveillance activities that are planned or in progress.

A periodic surveillance of asbestos containing materials is performed in all district buildings. This is done to ensure that asbestos containing materials are maintained in good condition. A complete inspection of all KIPP DC buildings has been conducted.

A copy of the AHERA Management Plan is available in the office of the school and at the KIPP DC Headquarters. If you have any questions regarding asbestos or the district's asbestos program, please call KIPP DC Headquarters.

KIPP DC:



KIPP DC:
KIPP THROUGH COLLEGE & CAREER

KIPP DC:
HEADQUARTERS

2026 - 2027 HANDBOOK RECEIPT AND REVIEW ACKNOWLEDGMENT FORM

We understand that this handbook contains important information for parents, guardians, and students. We acknowledge that we have received a copy of the 2026- 2027 KIPP DC Student & Parent Handbook. We have reviewed the information contained in this handbook, including the following policies:

- Bullying
- Complaints
- Discipline
- Attendance
- Visitors, Meetings, and Volunteers
- Drop Off, Pick Up, and Early Dismissals
- Equal Opportunity and Non-Discrimination in Education

We understand that all students will be held accountable for their behavior and that failure to abide by the guidelines for student behavior can result in the discipline outlined in this handbook.

We understand, pursuant to the *Student Use of KIPP DC Computers and Classroom Technology Policy*, that all students shall be responsible for taking care of the KIPP DC computer and/or other classroom technology assigned to them during the day, and that we may be liable for replacing a KIPP DC computer and/or other classroom technology that is damaged while in the student's care.

We understand further that failure to return this acknowledgment form does not excuse any individual from complying with the Student & Parent Handbook, KIPP DC policies, regulations, and guidelines.

We are aware that KIPP DC reserves the right at any time to amend or to add to the policies, regulations, and guidelines contained or referred to in this handbook. We are also aware that the Student & Parent Handbook is accessible online at www.kippdc.org, and that any changes or updates to this handbook will be posted on the KIPP DC website.

Directions for return of this form:

1. Student and Parent/Guardian review handbook.
2. Parent/Guardian sign handbook acknowledgement below.
3. Student returns this page electronically. New and transfer students registering after the start of the school year must return acknowledgement page within one week after receipt.

Student Name: _____ **Student School:** _____

Parent Name: _____ **Parent Signature:** _____

Date: _____

RELEASE OF STUDENT DIRECTORY INFORMATION OPT-OUT FORM

To: All Parents/Guardians and Adult Students (18 years of age and older)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires KIPP DC, with certain exceptions, to get your permission before disclosing Personally Identifiable Information (PII) from education records. However, KIPP DC may disclose basic "directory information" that is generally not considered harmful or an invasion of privacy without your consent. The primary purpose of directory information is to allow KIPP DC to include this type of information in certain school publications such as pamphlets for drama productions, graduation programs, honor rolls or sports team activity sheets for football, basketball, etc. Directory information can also be disclosed to outside organizations, such as federal and state agencies offering jobs and educational benefits, media sources, and companies that make class rings and publish yearbooks.

The information listed below has been designated as directory information under District of Columbia law and FERPA, and may therefore be released at the discretion of KIPP DC. You have the right to instruct KIPP DC that it may not release any or all of this information without obtaining your prior written consent by completing this form. Your decision on this form will be valid for the remainder of the current school year.

A new Release of Student Directory Information OPT-OUT form must be completed each school year.

☐	Student Name and Mailing Address	☐	Honors and Awards Received
☐	Parent/guardian name, Mailing Address, Telephone Listing and Email Address	☐	Major Field of Study
☐	Student's Photograph	☐	Diplomas and Awards Received
☐	Student's Birthdate and Place of Birth	☐	Dates of Attendance, Grade Level, Enrollment Status
☐	Participation in Officially Recognized Activities and Sports	☐	Most recent prior school of attendance
☐	Weight and Height of Members of Athletic Teams	☐	Student ID Number/User ID

By signing below, I am giving written notification to KIPP DC that it may not disclose the directory information items I have placed a check mark beside above unless I give prior written consent. I understand that such information may still be disclosed by KIPP DC if disclosure is otherwise permissible under FERPA.

Student Name

Student School

Name of Parent/Guardian

Date

Student Signature, if at least 18 years old or Parent/Guardian

Date

This information will be designated as directory information for the 2026-2027 school year if this form is not completed at the time of enrollment.