2020-2021
Student & Family Handbook

Remote Learning Edition

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Principal: Carlos Capellan
Dear KIPP NYC Families,

The start of the school year typically brings emotions of excitement, enthusiasm and optimism for new experiences, friends and academic pursuits. Despite the challenging nature of starting school in the shadow of COVID-19, KIPP NYC begins this year with that same sense of hope and possibility. Please know that though we are starting the year at a physical distance from one another, KIPP NYC is an organization built on relationships and connection. We will continue to build these bridges with your child and with all of you by making sure that we are in regular contact as we navigate the road ahead.

The handbook that you have on your screen right now represents the basic commitments KIPP NYC makes to you as a parent and member of the KIPP NYC Team and Family. It reflects our commitment as an organization to keep your child safe both physically and emotionally. It gives an overview of the kinds of student behaviors that will lead to positive academic outcomes and will contribute to a healthy learning and living community. More than anything, our handbook is an extension of our promise to you to provide your child with an excellent education that is both joyful and challenging, and that will allow your child to reach the fullness of his or her potential.

This year, whether our students are learning remotely from a Chromebook at home or onsite in one of our treasured classrooms, we hope you find this handbook a helpful guide. Thank you for being our partners in this work, for your continued engagement in our planning efforts, and for entrusting your children with us.

With gratitude,

Jim Manly
Superintendent, KIPP NYC

Alicia Johnson
President, KIPP

Carlos Capellan
Principal, KIPP NYC College Prep High School

www.kippnyc.org
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# ABOUT KIPP NYC

## KIPP NYC MISSION

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

## KIPP NYC CORE VALUES

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

[www.kippnyc.org](http://www.kippnyc.org)
SHARED PARENT EXPERIENCE, STUDENT EXPERIENCE & STAFF EXPECTATIONS

We seek to create an engaging and effective remote experience for our KIPP students across KIPP NYC. In that shared pursuit, there are certain elements we want to offer at all of our High School that will allow us to maximize the resources of our network and ensure all KIPP students receive similar amounts of instruction, academic feedback, community building time, and support. Context, community, and the people on our teams matter greatly in school planning and will influence the plans individual schools put in place for the start of school. This list captures what the shared student experience and staff expectation will be across KIPP NYC middle school this fall during Remote Learning. As a school community our priority for the school year is to ensure we are Grounded in Social Justice and Mastering Remote Learning.

To Master Remote Learning and Ground our School in Social Justice, all parents will,
1. Utilize the access being provided by experiencing a consistent school schedule that will allow students and families to approach each week with clarity about the week ahead.
2. Utilize the access being provided by reaching out to educators of KIPPNYC College Prep as needed
3. Participate in various forms of progress monitoring to stay informed
   a. Virtual Report Card Night
   b. Staff Office Hours
   c. Principal Office Hours
4. Ensure the physical and emotional safety of the students by reaching out for support with concerns that might exist.
5. Ensure that students are accessing the work that they are being provided by monitoring powerschool and checking in with their child about school work.

To Master Remote Learning and Ground our School in Social Justice, all students will,
1. Utilize the access being provided by experiencing a consistent school schedule that will allow students and families to approach each week with clarity about the week ahead.
2. Engage in synchronous and asynchronous instruction/support daily with peers and staff.
   a. There will be a maximum of three hours of live course instruction set up daily on Tuesday - Friday for the students.
   b. There will be asynchronous instruction daily not to surpass 4 hours.
   c. There will be a flex day on Monday for students to complete remote work, access teachers for support, an advisory meeting and extend learning in creative ways.
3. Utilize the resources provided to support their social emotional and academic safety by participating one weekly holistic phone call per cycle checking in and offering support on all areas of school - student and family wellness, work completion, and content support (advisory)
4. Opt into weekly office hours and tutoring support to access support and problem solve with school staff.
5. Implementing feedback provided on the asynchronous work submitted.
6. Take all KIPP NYC and school-based assessments on the Illuminate platform (where applicable).
7. Complete all assigned work within the guidelines of the Honor Code and Academic Integrity Policy.
8. Utilize the supports provided for safety and access by participating in specially designed instruction and other related services as outlined in student IEPs.

To Master Remote Learning and Ground our School in Social Justice, all educators will:
1. Ensure that students have access to daily synchronous instruction and/or support.
   a. Instructional Staff will provide three hours of live instruction daily.
b. Non-Instructional Staff will have have touchpoints including but not limited to individual meetings, parent contact, counseling sessions, group sessions, phone calls, etc.

2. Ensure that students have access to education by providing asynchronous instruction on Canvas to support live instruction or further independent learning

3. Ensure the emotional safety of our students by supporting SEL instruction throughout the week and in a variety of settings (small group advisories, community meetings in grade-levels, whole school meetings)

4. Ensure that students are understanding and processing the impact of their choices by offering up to 3 weekly office hours to provide students and families support as needed

5. Ensure that students have access to academic progress by inputting weekly Powerschool grades as outlined in the Grading Policy so students and families to check academic progress fluidly throughout remote learning

6. Ensure that they are able to support the students in providing safety, access and choice by using Flex Monday to provide individualized support, attend appropriate meetings, and engage in personal planning and grading.

7. Ensure that they are able to support the students in providing safety, access and choice by attending remote staff professional development, including O3s, grade-level meetings, department meetings, all staff meetings, etc.
   a. All planned professional development is mandatory unless told otherwise.

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**FAMILY COMMUNICATIONS**

We are starting this year with a new online learning management system, *Canvas*, which students, families, and staff will visit every day while we are remote. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* will also house other resources that students need for school, such as access to additional software or online programs. We will also take attendance through *Canvas*. Parents and guardians may access *Canvas* for school-specific information and their students’ lessons, assignments, and teacher communications.

Our public website pages [www.KIPPNYC.org](http://www.kippnyc.org) and [www.kippnyc.org/cphs/](http://www.kippnyc.org/cphs/) are also a source of information for families. It includes links to important documents, contact information, and describes the school’s program.

We also communicate with parents and guardians via email and text (using the *One Call* system). *One Call* is used to send the same message to all families in the school at once. For individualized messages, we will use the contact information (e.g., phone number, email) you provided to us at the beginning of the year.

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

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REMOTE LEARNING SCHEDULE AND CALENDAR

SCHOOL SCHEDULE

The KIPP NYC College Prep High School Remote School Day is 8:30AM - 4:30PM (Mon. - Fri.). See daily breakdown below.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-12:15</td>
<td>Self-guided work</td>
<td>Self-guided work</td>
<td>Self-guided work</td>
<td>Self-guided work</td>
<td></td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Advisory/Grade Level Meeting</td>
<td>11:00-11:40</td>
<td>Live Zoom - 1A</td>
<td>Live Zoom - 5A</td>
<td>Live Zoom - 1B</td>
</tr>
<tr>
<td>1:00-4:00</td>
<td>Tutoring, Counseling, Support</td>
<td>11:45-12:25</td>
<td>Live Zoom - 2A</td>
<td>Live Zoom - 6A</td>
<td>Live Zoom - 2B</td>
</tr>
<tr>
<td>3:00-4:30</td>
<td>Clubs, Student Council</td>
<td>12:25-12:45</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>Work due by 10 PM</td>
<td>Assignment Block #1 due: Periods 1A, 2A, 3A, 4A</td>
<td>12:45-1:25</td>
<td>Live Zoom - 3A</td>
<td>Live Zoom - 7A</td>
<td>Live Zoom - 3B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30-2:10</td>
<td>Live Zoom - 4A</td>
<td>Live Zoom - 8A</td>
<td>Live Zoom - 4B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:15-2:30</td>
<td>Advisory Check-in (optional)</td>
<td>Advisory Check-in (required)</td>
<td>Advisory Check-in (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:30-4:30</td>
<td>Tutoring, Study Groups, Clubs, Counseling</td>
<td>Tutoring, Study Groups, Clubs, Counseling</td>
<td>Tutoring, Study Groups, Clubs, Counseling</td>
</tr>
<tr>
<td>Work due by 10 PM</td>
<td>Assignment Block #1 due: Periods 5A, 6A, 7A, 8A</td>
<td>Assignment Block #2 due: Periods 1B, 2B, 3B, 4B</td>
<td>Assignment Block #2 due: Periods 5B, 6B, 7B, 8B</td>
<td>Assignment Block #2 due: Periods 1, 2, 3, 4, 5, 6, 7, 8</td>
<td></td>
</tr>
</tbody>
</table>

START /END DATES - KIPP NYC LEARNING CYCLES

School will begin for all KIPP NYC students on Monday, August 24th. The last day for students will be Thursday, June 24th.

Given the quick-changing nature of the pandemic and the flexibility required to respond, we are dividing the year into six “Learning Cycles” that are approximately six instructional weeks in length. Before each cycle, we will provide a survey in which you will choose for the upcoming cycle either Remote Learning or Hybrid Learning (a mixture of On-Campus instruction and Remote instruction), if the option exists. Please note that we may extend 100% remote learning beyond September 30, if we believe the environment is not appropriate to begin on-campus instruction. You should expect further communication in early September about this decision.

The chart below highlights the six Learning Cycle dates (first column) and periods when families may select their learning format preference for that cycle period (second column). For example, you have from August 7 to August 31 to select your preference (Remote or Hybrid) for Cycle #2, which runs from October 1 through November 20.
If a student is in the Hybrid program, they may switch at any time to the Remote option. If a student wishes to move from Remote to Hybrid, families should make that choice during the Sign-up Period listed in the second column of the chart below. We cannot guarantee any requests made outside that Sign-up Period.

<table>
<thead>
<tr>
<th>Learning Cycle Dates</th>
<th>Learning Cycle Sign-up Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Cycle #1</strong></td>
<td><strong>100% Remote</strong></td>
</tr>
<tr>
<td>Monday, August 24 - Wednesday, September 30</td>
<td>All students are automatically enrolled into the KIPP NYC Remote Learning option.</td>
</tr>
<tr>
<td><strong>Learning Cycle #2</strong></td>
<td><strong>Friday, August 7 - Monday, August 31</strong></td>
</tr>
<tr>
<td>Thursday, October 1 - Friday, November 20</td>
<td></td>
</tr>
<tr>
<td><strong>Thanksgiving Break</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Monday, November 23 - Friday, November 27</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Cycle #3</strong></td>
<td><strong>Monday, September 23 - Friday, November 6</strong></td>
</tr>
<tr>
<td>Monday, November 30 - Friday, January 29</td>
<td></td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Monday, December 21 - Friday, January 1</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Cycle #4</strong></td>
<td><strong>Monday, December 18 - Friday, January 8</strong></td>
</tr>
<tr>
<td>Monday, February 1 - Friday, March 26</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Monday, March 29 - Friday, April 2</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Cycle #5</strong></td>
<td><strong>Monday, March 1 - Friday, March 12</strong></td>
</tr>
<tr>
<td>Monday, April 5 - Friday, May 14</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Cycle #6</strong></td>
<td><strong>Monday, April 5 - Friday, April 23</strong></td>
</tr>
<tr>
<td>Monday, May 17 - Thursday, June 24</td>
<td></td>
</tr>
</tbody>
</table>

**SCHOOL CALENDAR**

Typically by now we would have released a comprehensive calendar for the 2020-2021 school year. We do so after the NYC DOE has released their calendar so that we can coordinate holiday breaks and buildings schedules to the best of our ability in a way that will be convenient for families.

We anticipate releasing our KIPP NYC school year calendar, including dates for progress reports, report card conferences, and school-wide/region-wide events, within 30 days of when the NYC DOE releases their calendar. The calendar below provides you with confirmed dates for school breaks, as well as, trimester /learning cycle dates.

**AUGUST 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>All Grades: First day of school</td>
<td>Full schedule: Mon - Fri [8:00 AM - 3:00 PM]</td>
</tr>
</tbody>
</table>

**SEPTEMBER 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7</td>
<td>NO SCHOOL: Labor Day</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>School Resumes</td>
<td>Full schedule: Mon - Fri [8:00 AM - 3:00 PM]</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>September 11</td>
<td><strong>Deadline to sign-up for Remote Learning during Cycle #2</strong></td>
<td></td>
</tr>
<tr>
<td>September 7 - 18</td>
<td>Material Distribution</td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>NO SCHOOL: Yom Kippur</td>
<td></td>
</tr>
<tr>
<td>September 29-30</td>
<td>NO SCHOOL: KIPP NYC Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>September 30</td>
<td>Learning Cycle #1 Ends</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td><strong>School Resumes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Cycle #2 Begins</td>
<td></td>
</tr>
<tr>
<td>November 6</td>
<td><strong>Deadline to sign-up for Remote Learning during Cycle #3</strong></td>
<td></td>
</tr>
<tr>
<td>November 19-20</td>
<td>NO SCHOOL: KIPP NYC Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>November 20</td>
<td>Learning Cycle #2 Ends</td>
<td></td>
</tr>
<tr>
<td>November 23-27</td>
<td>NO SCHOOL: Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td><strong>School Resumes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Cycle #3 Begins</td>
<td></td>
</tr>
<tr>
<td>December 21-January 1</td>
<td>NO SCHOOL: Winter Holiday Break</td>
<td></td>
</tr>
<tr>
<td>January 4</td>
<td><strong>School Resumes</strong></td>
<td></td>
</tr>
<tr>
<td>January 8</td>
<td><strong>Deadline to sign-up for Remote Learning during Cycle #4</strong></td>
<td></td>
</tr>
<tr>
<td>January 18</td>
<td>NO SCHOOL: Martin Luther King Jr. Day</td>
<td></td>
</tr>
<tr>
<td>January 28-29</td>
<td>K-8 NO SCHOOL: KIPP NYC K-8 Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>January 29</td>
<td>Learning Cycle #3 Ends</td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>Learning Cycle #4 Begins</td>
<td></td>
</tr>
<tr>
<td>February 1-2</td>
<td>9-12 NO SCHOOL: KIPP NYC 9-12 Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>February 15-19</td>
<td>NO SCHOOL: Mid-winter Break</td>
<td></td>
</tr>
<tr>
<td>March 12</td>
<td><strong>Deadline to sign-up for Remote Learning during Cycle #5</strong></td>
<td></td>
</tr>
<tr>
<td>March 12</td>
<td>NO SCHOOL: KIPP NYC Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>March 26</td>
<td>Learning Cycle #4 Ends</td>
<td></td>
</tr>
<tr>
<td>March 29-April 2</td>
<td>NO SCHOOL: Spring Break</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td><strong>School Resumes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Cycle #5 Begins</td>
<td></td>
</tr>
</tbody>
</table>
April 5 | **Deadline to sign-up for Remote Learning during Cycle #6**

**MAY 2021**
May 13 | NO SCHOOL: Eid al-Fitr
May 14 | Learning Cycle #5 Ends
May 17 | NO SCHOOL: KIPP NYC Staff Professional Development
       | Learning Cycle #6 begins
May 31 | NO SCHOOL: Memorial Day

**JUNE 2021**
June 18 | NO SCHOOL: Juneteenth (observed)
June 24 | Last Day of School for Students

**SCHOOL CLOSINGS / CLASS CANCELLATIONS**
In the rare event that Remote Learning courses are cancelled, we will alert you via email, text, and phone. Additional updates can be found at [www.KIPPNYC.org](http://www.KIPPNYC.org).

**ACADEMIC POLICIES**

**REMOTE LEARNING VISION**
Remote Learning at KIPP NYC remains true to the core values that have always been a part of who we are as an organization. Specifically, whether we are remote or in person we share a commitment to excellence and a deep-seated belief that all of us will learn. In order to live up to these values we have built a remote learning environment that is framed by the following guiding principles.

- **Connect and engage (a.k.a. Teach like Harriett)** – In order for anyone to learn they must be in a space that feels comfortable and safe. We are making sure to build in connection time in all of our remote instruction that emphasizes the connections needed between teachers and students. We will always remember to take the time to get to know students, understand their circumstances in this challenging time and celebrate and affirm their identity as learners and as people.

- **Find A Way or Make One** – We have spent the past five months learning what works in remote instruction and what doesn’t. We have researched hundreds of different online applications and reviewed our current curriculum to make sure that we are presenting ideas in the clearest way possible through a variety of different platforms that include videos, live lessons, independent work time and interactive web pages that allow students to drive their own learning. By combining a variety of different online tools with our teachers’ expertise in thoughtful instruction we are able to make remote classrooms come alive with learning.

- **Feedback and celebration** – One of the great advantages of learning remotely is the opportunity to have ready access to teachers on an individual level and to get fast and detailed feedback on the work you submit each day. Using our new learning platforms students can send in their work and the teacher has an opportunity to review and give feedback without the distractions that can often come up in the course of a school day. Immediate feedback is one of the best ways people learn and we are committed to making this a true strength of our educational model.
ACADEMIC INTEGRITY POLICY

At KIPP College Prep, students, parents, and staff value the development of skills throughout their academic journey. To diagnose and help our community grow as independent thinkers and agents of change, we need to create a culture of accountability when it comes to maintaining academic integrity.

**Academic integrity** means being intellectually honest in all of the work created and submitted in all courses. Academic integrity at KIPP NYC CP coursework is essential for many reasons. These reasons include, but are not limited to:

**Establishing Student Identity:** In order for students to continue to develop their identity, they must take ownership of their work. Every assignment that students submit must be their original work, demonstrating the areas of strength and growth. KIPP NYC CP students are responsible for building and maintaining a school community that values integrity, individuality, questioning, and critical thinking.

**Learning New Material:** In order for students to deepen their understanding of science, technology, engineering, mathematics, English (reading, writing, listening, and speaking), history, world languages, and the arts, they must process and synthesize new content in a way that enables them to build new neural pathways. In this process, the collaborative effort must maintain academic integrity and enable students to ultimately generate work independently.

**Teacher Assessment:** Academic integrity is essential if teachers are to utilize student work to identify topics of student mastery, diagnose areas of growth, and provide appropriate support.

**Student Self-Assessment:** A level of integrity must be upheld by students if they are to effectively self-assess their own content knowledge and skill development in STEM and Humanities courses.

**Independent Work**
Independent work includes exams/tests, quizzes, and any work explicitly identified as such. Our students are expected to work completely independently on quizzes and tests. They should not discuss or share any work with peers while completing a quiz or test, nor should they seek any help online (unless a teacher explicitly gives permission for them to do so). Additionally, they should not discuss the content of exams/tests or quizzes with other students.

**Collaborative Work**
At KIPP, all courses encourage student collaboration on all assignments other than exams, quizzes, and work that is explicitly identified as independent work. Since students are encouraged to discuss work with peers and to form study groups for work that is not independent, the line between collaboration and cheating can sometimes be difficult for students to navigate. For all collaborative work, the intention behind discussing and sharing work is the most important thing. The intention is what determines whether collaboration crosses the line into cheating or plagiarism. Discussing work and analyzing other people’s work is not cheating if your intention is to address any misconceptions or gaps in understanding that you or a peer may have. The guidelines below are meant to help students maintain academic integrity.

**STEM Guidelines (Math, Science, Computer Science, and Health)**
Collaborating on questions that have answers in the form of sentences: You can discuss assignments and particular questions with your peers, but do not use anyone else’s ideas as your own. You should not be transcribing (writing word for word) what someone else is saying. You should listen to what they’re saying, process what they’re saying, and take notes on parts that resonate with you. After listening to your peer(s), you can write your own individual answer. Your answer should not contain any word(s) you cannot define independently.
Collaborating on questions that have answers in the form of mathematical work: You can discuss particular steps of the problem, take notes as needed, and then attempt your own work. Additionally, you may share pictures of your work with a peer if the intent of the sharing is not to allow a peer to copy your work, but to allow a peer to look at your work to find a mistake in their own work or to clarify a misconception about a particular step in a problem. If someone has shared a picture of their work with you, it is an opportunity to identify where in your work there is a mistake or misconception. Once you have identified your mistake or misconception, cover up the other person’s work and complete the problem independently. You should never write down work that you do not understand. Please note that posts to any social media sites that share posts to multiple people or to sites/chat groups who exist for the sole purpose of providing solutions for others to copy would automatically violate this policy.

Science Labs: Students may compile and share data between lab partners, but must compose laboratory reports independently and cite ideas that are not their own. An emphasis will be placed on a student’s ability to interpret and understand whatever results they obtain and less emphasis on the importance of obtaining the “correct” results. Students will not be penalized by presenting atypical data if the data is properly reported and a careful discussion of the results is included.

Referencing outside sources within scientific research papers, projects, or essays: When students develop their own scientific research papers or projects it is imperative they accurately cite outside resources within their finished product. Teachers will provide explicit instructions that detail how to find credible sources. When permitted to use online sources for essays, projects, and research papers, students should properly use APA citations to give credit to the appropriate author or origin of the information. Students will be penalized if they intentionally or unintentionally pass off another’s work as their own ideas or words, use a thesaurus to alter someone else’s ideas or attempt to re-create another’s production.

Collaborating on questions that have answers in the form of code or pseudo-code: In computer science courses, particularly AP Computer Science A, students will be responding to questions in a programming language. Working together to code the solution is a common practice called pair-programming and is encouraged on assignments other than quizzes and exams. However, when working with a peer who has already implemented a solution to a question, that peer should not let their partner copy their solution verbatim, nor should they explain the algorithm (steps) explicitly. Instead let the partner work through the problem on their own, nudging them in the right direction when needed. Unlike many math problems, the steps and code used to arrive at a correct solution can vary dramatically. Developing the algorithm, not implementing the code, is the most important part of any coding exercise.

Humanities Guidelines (English, History, World Languages, and Arts)

Referencing outside sources in essays, projects, and research papers: Students should only reference outside sources when directed to do so in the instructions. Teachers will provide explicit instructions that detail how to find credible sources. When permitted to use online sources for essays, projects, and research papers, students should properly use MLA or APA citations to give credit to the appropriate author or origin of the information. Students will be penalized if they intentionally or unintentionally pass off another’s work as their own ideas or words, use a thesaurus to alter someone else’s ideas, or attempt to re-create another’s production.

Historical overviews and citation: When multiple sources (including high school textbooks) provide the same information about historic events, you may provide a summary of these events without a reference. However, if you found the information in just one source, or if you are offering the analysis of events offered by another author, be sure to cite it. It is always a good idea to check in with your teacher with any questions.
Using online sources for translation: For World Language courses (Spanish), translation websites should not be used. Students must demonstrate their own knowledge and skill. Copying sentences and phrases from Google translate does not allow students to demonstrate their comprehension of the language. This act is considered plagiarism and doesn’t allow for teachers to assess students’ challenges and areas for growth. Students are encouraged to use online support for help with new and challenging vocabulary. For support with vocabulary, students should access one word at a time via [www.wordreference.com](http://www.wordreference.com).

Collaborating on questions that have answers in the form of sentences: You can discuss assignments and particular questions with your peers, but do not use anyone else’s ideas as your own. You should not be transcribing (writing word for word) what someone else is saying. You should listen to what they’re saying, process what they’re saying, and take notes on parts that resonate with you. After listening to your peer(s), you can write your own individual answer. Your answer should not contain any word(s) you cannot define independently.

Collaborating with peers on projects and presentations: Students are expected to develop their reading, writing, speaking, and listening skills. One way to assess this growth is through group presentations. Teachers will provide clear instructions that indicate the components of the presentation that require group work, and the parts that require independent work. It is the expectation that all students in a designated group contribute to the final work product. A student who includes their name on a project or presentation that they did not contribute to will be penalized.

Providing feedback through peer reviews: At KIPP NYC CP, students are encouraged to share thoughts and ideas through peer review. Students will develop their writing skills through the process of receiving and applying peer feedback. Students will engage in discussion about the prompt, review the evaluation tool or rubric, use specific guidelines to provide meaningful feedback, and revise written work. While this component of the writing cycle calls for student collaboration, it is expected that the final work product is completed independently.

Self-plagiarism or recycling work: All work that KIPP NYC CP students submit must be original. This means that it is the work of the student, and it is the only time the student has submitted the paper in any course. Unless a teacher explicitly allows it, students should not resubmit any assignment. Submitting an assignment that has already been turned-in to another instructor is a form of academic misconduct, and will result in penalties from both teachers.

Technology/Online Resources: Use of a calculator is allowed when expressly permitted by an instructor. Some courses (such as AP Calc) have parts of their curriculum where calculators are not allowed. Teachers will be clear about whether or not calculators are permitted on assignments. Additionally, since we are utilizing a lot of online resources in courses, it is crucial that students keep login information secure. Sharing login information with the intention of having another student complete work for you is considered cheating. Similarly, copying answers from Google or apps like PhotoMath violates the statement above that you should “never write down work you do not understand.”
STUDENT ATTENDANCE

Even during Remote Learning, student attendance in classes is an important factor in student achievement. KIPP NYC College Prep High School students must “attend” school every day. While participating in Remote Learning students are expected to log into Canvas each day by 8:00am daily.

ABSENCES

All Absences – “Excused” and “Unexcused” – are Considered Absences. Families are expected to ensure that their child participates in remote learning classes.

If your child is going to miss school: Contact collegeprep@kippnyc.org as soon as possible. If your child is absent, a school staff member will follow up.

<table>
<thead>
<tr>
<th>EXCUSED</th>
<th>UNEXCUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences will only be considered excused in the following circumstances</td>
<td>• Routine doctor’s appointments (Please schedule for when school is not in session - ideally Wednesday afternoons after 1:30 PM)</td>
</tr>
<tr>
<td>• Attendance at a funeral following a death in the immediate family;</td>
<td>• Family vacation</td>
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<tr>
<td>• Illness verified by a note from a doctor or parent;</td>
<td>• Bad weather</td>
</tr>
<tr>
<td>• Court proceedings at which the student’s presence is required, along with documentation</td>
<td>• Trouble with public transportation</td>
</tr>
<tr>
<td>• Other reasons for absences may also be considered excused by the Principal or Director of Operations</td>
<td>• Other reasons for absences may also be considered unexcused by the Principal or Director of Operations</td>
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</tbody>
</table>

SUPPORT POLICY FOR ABSENCES

All absences and late attendance is noted on progress reports, and report cards. Students are responsible for all missed assignments. Students and families must arrange a way to complete all missed assignments and homework. Since missing class affects academic achievement.

At KIPP NYC College Prep High School, we pride ourselves on having a partnership between parents, teachers, and staff to provide the best possible education for our children. We are committed to providing families with open and clear communication on your child’s attendance throughout the entirety of the school year.
STUDENT AND FAMILY SUPPORT SERVICES

SOCIAL WORK & COUNSELING

The Social Workers and Counselors at KIPP NYC College Prep are available to help any student or parent/guardian address any social, emotional, or academic issue they may be facing. In addition, our social workers/counselors help students work through and cope with personal and school related stress. At KIPP, every student is entitled to counseling support and referral services. Counseling support is also extended to KIPP families in need.

There are several ways in which students may be referred for counseling services:

- If a parent/guardian is interested in having their child seen by one of our Social Workers please contact the fill out this form: https://goo.gl/HprnKz.
- Students are able to ask directly to speak with one of the social workers on staff.
- A student may also be referred at the recommendation of a teacher, social worker or principal.

Please understand that we are required to respect the rights and privacy of our students and families and as a result all information and counseling services are confidential and cannot be shared (except in instances required by law).
KIPP NYC is committed to maintaining physically and emotionally safe learning spaces for all KIPPsters, in which students know that they are safe, valued, and that their voice matters. KIPP NYC College Prep High School is committed to partnering with families to use a variety of approaches to avoid suspension of any type whenever possible. We commit to communicating directly with you whenever there are concerns.

When disciplinary actions are absolutely necessary, consideration will be given to the student’s age, maturity, previous disciplinary record, the circumstances surrounding the incident and, if applicable, the student’s IEP, BIP, or 504 Accommodation Plan. In addition, consideration shall also be given to whether, because of the student’s grade, the removal will result in the student being removed from their appropriate grade-level classroom for a single class period or for the entire day.

Parents/guardians and families are welcome to access additional information about KIPP NYC’s Code of Conduct at any time by contacting collegeprep@kippnyc.org.

In accordance with The New York Citywide Behavioral Expectations to Support Student Learning (the “Discipline Code”), all KIPP students have the following rights:

- The right to a free public school education;
- The right to express opinions, support causes, organize, and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by the New York City Department of Education; and
- The right to fair treatment in accordance with the rights set forth in the Discipline Code.

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

If you would like additional information about KIPP NYC’s Disciplinary Policy and procedures, we welcome you to reach out directly to collegeprep@kippnyc.org.

STUDENT PARTICIPATION IN REMOTE LEARNING POLICY

KIPP NYC will be utilizing Zoom Pro, Canvas, and other online services and educational tools to conduct lessons remotely as a continuation of our educational program. Students will participate virtually in their classes, communicate with classmates, teachers, and other school employees, and receive other support services they ordinarily receive from KIPP NYC, including individual and group meetings with teachers, advisors, and other forms of academic support. Students will have access by using their school-issued email address or other credentials provided by KIPP NYC. Remote learning will take place during the regular school day.

During remote learning the rules and responsibilities of the student are the same as if the student were in person at school. Students are expected to attend scheduled online meetings in a timely manner, prepare in advance for the lesson, and participate in a meaningful and respectful manner. Tests, assignments, and/or other assessments will be included in the
evaluation of students’ work. As applied at all times, students are expected to do their own work in compliance with KIPP NYC’s rules related to academic integrity or other behavioral expectations as outlined in the Student and Family Handbook. Students are expected to use appropriate display/user names if required to be created for access to the online platforms.

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

Remote learning will be conducted both through pre-recorded sessions and through live instruction and interactions using online platforms. Live instruction may be recorded by your child’s teacher for educational purposes and may be shared with others, such as students or employees of KIPP NYC. As a result, your child’s image, likeness, or voice may be recorded while he or she is participating in remote learning via Zoom Pro, Canvas or other online services and educational tools. Direct recording or downloading of the class or other online interactions with a student or student by a student or parent/guardian is not permitted. Please remember that an example of bullying/harassment is the online posting of images (including profile pictures) that are meant to hurt or embarrass others. If you need a recording of a class, please reach out to the teacher or consult Canvas for the posting.

As part of live instruction in high school, your child’s teacher may choose to separate a class into smaller groups to facilitate instruction. Given the current technology capabilities, this means there could be some times in which your child is working with other students in a small group or alone without a teacher on screen. Guided reading, mental health and college counseling will continue during remote learning and will be via one-on-one video conference. Guided reading, mental health and college counseling sessions are not recorded. In limited circumstances (other than the before mentioned counseling and guided reading), one-on-one video communication may take place with parental involvement or prior Principal approval when a group meeting or e-mail is not sufficient. All video communications will take place during school hours using the online platform(s) provided by KIPP NYC.

In summary,

- KIPP NYC education will continue via remote learning using Zoom Pro, Canvas, Nearpod and other online tools.
- Policies and procedures in the Student and Family Handbook continue to be in effect, including, but not limited to:
  - Expectations for academic integrity and behavior/Code of Conduct,
  - Technology/Acceptable Internet Use, and
  - Bullying and harassment policies.
- Communications with students will occur during the regular school day, unless otherwise arranged by the teacher.
- Teachers/Administrators may record classes to facilitate the review of direct instruction for students who are absent or who need reinforcement. Students/Parents/Guardians may not record or download classes and should go to Canvas for access to any missed classes.
- Please keep in mind the privacy of our minor students and their families - accordingly, please be mindful of sharing the images of your individual student engaged in remote learning that includes the images of other students. Should you have any images that you would like to share, please direct them to your Principal.

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

TECHNOLOGY USE

Technology can be a great learning tool. However, KIPPsters should use technology safely and responsibly. By “technology” we mean computers, tablets, phones, mobile devices, the Internet, social media (which includes Facebook, Twitter, and others), blogs, email, chat rooms, and other online services. KIPP NYC’s Acceptable Internet Use Agreement covers the use of ANY technology (not just technology owned by the school), including off-campus use and use of social media, which could disrupt the school or KIPPsters’ education and/or interfere with others’ rights. This policy is meant to be representative, and does NOT cover every single situation.

• BE SAFE
• BE APPROPRIATE
• BE RESPONSIBLE

If you violate this policy, you may lose technology privileges or be subject to other disciplinary consequences. KIPP NYC can monitor the use of its technology at any time. KIPP NYC may also use filtering software that blocks inappropriate content and/or websites. KIPP NYC reserves the right to assess a fee to families in cases where students damaged staff or student technology hardware through neglect or misuse.

ACCEPTABLE INTERNET USE AGREEMENT

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

• Sending or displaying offensive pictures, using obscene language, or harassing, insulting, threatening or abusing other network users (cyber-bullying); Any activity that encourages the use of drugs, alcohol or tobacco, or that promotes any activity prohibited by law or KIPP NYC policy;
• Posting, sending or displaying any personal identifiable information;
• Using the Internet for financial gain;
• Damaging or disrupting equipment, software or system performance;
• Using others’ passwords or accounts;
• Posting anonymous messages or messages with a false identity;
• Trespassing in or deleting files, info, or data that does not belong to you;
• Downloading or printing files or messages that are profane, obscene, or that use language that offends others;
• Playing unauthorized games;
• Computer piracy, hacking, or any tampering with hardware or software;
• Using the Internet for any illegal activity, including violation of copyright or other laws;
• Activities that allow a computer or network to become infected with a virus or other destructive influence(s).

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

REMOVAL OF STUDENTS FROM CLASSROOMS BY TEACHERS

When a student engages in behavior, which is substantially disruptive of the educational process the student may be removed from the classroom by the teacher. The teacher will place a referral in our school-tracking database (Deanslist) to inform the principal or another member of the School Leadership Team (Principal/designee) of the removal no later than the end of the school day. During the period of removal from class, the student will still be responsible for completing the
assignments that he/she is missing. They can communicate with the teacher outside of class and/or review the assignments posted in Canvas. Following any classroom removal, students will participate in a restorative process with any students or staff involved in the removal.

FAIRNESS COMMITTEE

As a community we are continuing to work to find ways to help our community be a restorative community when managing challenges that may arise. One of the resources in our community is the Fairness Committee. It is a student led group trained by Harlem Youth Court. The goal of the Fairness Committee is to assess negative occurrences in the community and work with the community members to be able to find a restorative solution to situation. In collaboration with the impacted community members they assess intent, impact and restoration. The Fairness committee will support our community with non-safety related occurrences and will facilitate sessions for community members to be able to teach about impact of non-safety related behaviors that can have a negative impact on a students progress. Fairness Committee will work in collaboration with Deans and Leadership to help support our community. If you have any questions about Fairness Committee, please feel free to reach out to our Director of Restorative Justice Services, Jason Cowan (jcowan@kippnyc.org), Director of Lower Schools, Anne Woods (awoods@kippnyc.org) or Director of Upper Schools, Carol Martinez (cmartinez@kippnyc.org)

SUSPENSIONS

In continuing to grow to become a restorative community, suspensions will be used primarily in safety related situations. In cases of suspension our community is in accordance with the NYC DOE Code of Conduct and the document will be utilized to determine final consequences and next steps. Suspension may be short-term or long-term, depending on the severity of the behavior. The following conduct is punishable by short-term or long-term suspension, whether it occurs on campus, during remote learning, in the vicinity of the campus, on field trips, on any school sponsored activity, or on school buses:

- Assault of fellow student
- Endangering the physical safety of another by the use of force or threats of force that place the victim in fear of bodily injury
- Conduct which disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others
- Theft, or attempted theft, or possession of property known by the student to be stolen
- Extortion
- Gambling
- Abuse of school property or equipment
- Obscene or abusive language or gestures
- Verbal or physical harassment based on gender, race, ethnicity, religion or disability
- Verbal or physical harassment
- Cyber Bullying or Virtual Harrassment
- Bomb threat or false emergency alarm
- Possession of tobacco or alcohol
- Possession or use of a weapon
- Making a material false statement -- i.e., lying about an important matter -- to a teacher, principal, or other school personnel that endangers the safety of others.

In the event of a suspension, a student will be provided work and videos to watch as they are still responsible for the work that they need to complete. A student would still be able to communicate with teachers outside of the classroom. In
addition please be advised that a student will be required to have reentry conversations that allow for restoration of the community and helps to develop a plan of action for improved student progress.

**EXPULSION: PERMANENT REMOVAL FROM KIPP NYC AND TRANSFER TO ANOTHER SETTING**

KIPP NYC is committed to continuing to work with students who have engaged in conduct which leads to long-term suspension. If, however, a student during the period of long-term suspension or after they have returned to school following a long-term suspension engages in additional acts which threaten the safety of individuals in the school community, the Superintendent may initiate procedures leading to expulsion of the student and permanent separation from the KIPP NYC community.

**PROCEDURES FOR EXPULSION**

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

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

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

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

The Superintendent or other Hearing Officer may, upon a finding of guilt, recommend to the Board of Trustees that the student be immediately suspended for the balance of the school year and, in addition, be permanently expelled. The final decision concerning expulsion, based upon a review of the record of the proceedings and the student’s past disciplinary history, will be made by the Trustees in Executive Session at a Regular or Special Meeting of the Board. Pending review of the expulsion recommendation, the student will remain on long-term suspension.

**DISCIPLINE FOR STUDENTS WITH SPECIAL NEEDS**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a student with a disability (whether the disability has been formally identified by a Committee on Special Education or is simply suspected) will be consistent with federal and state laws and may be adjusted to reflect individual needs.

In the case of a student with an IEP or a student who receives 504 accommodations, KIPP NYC College Prep High School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal law, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding the discipline of students with disabilities. Prior to recommending a suspension for more than ten consecutive days (or a series of short-term suspensions adding up to more
than ten days) for a student with a Section 504 Plan, the Principal/Designee will convene a review committee within the school to determine: whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 plan. If the student has an IEP, the Committee on Special Education (CSE) will be asked to conduct this review. If the school’s review committee or the CSE determines determined that: (a) the student’s misconduct was not a manifestation of his or her disability, (b) the student was appropriately placed and received appropriate services at the time of the misconduct, and (c) that appropriate behavior intervention strategies were in effect and consistent with the student’s IEP, then the student may be disciplined in accordance with KIPP NYC’s Code of Conduct, as stated in our charter documents.

**BULLYING**

All KIPPsters should feel safe and welcome at school. We have a Zero Tolerance Policy against acts of harassment, discrimination, or bullying. This includes behaviors that take place outside of school if they harm others or disrupt students' education.

We are all responsible for stopping harassment, discrimination, and bullying before and when they happen.

In general, bullying:
- Is targeted and repeated
- Involves a power imbalance
- Creates a hostile environment
- Has substantial negative consequences

Harassment, discrimination, and bullying can be behaviors that are physical, verbal, social, and/or cyber (internet). Here are examples of harassing or bullying behaviors when targeted and repeated:
- **Physical**: hitting, kicking, pinching, pushing, or damaging/forcibly taking others’ property
- **Verbal**: Name calling, put-downs, making threats, teasing, or spreading harmful rumors
- **Social**: Deliberately harming another student’s friendships or relationships
- **Cyber (internet)**: distributing text messages, pictures, postings, or emails that hurt or embarrass others

Respect toward others is one of our most important principles. You should always treat others as you would want to be treated. It is never okay to engage in harassing, bullying, or discriminatory conduct.

You are responsible for your own actions, even if everyone else is acting in an inappropriate manner. While you don’t have to be friends with every single student at school, you do have to be respectful at all times.

Tell your teacher, your school’s Dignity Act Coordinator (school’s social worker), Dean, a leader, or another adult (including a parent/guardian) right away if you believe you are being harassed, discriminated against, or bullied, or if you believe someone else is. Your school’s principal/designee will make sure the school investigates. Parents/guardians may also report potential acts of harassment, discrimination, or bullying to teachers and administrators. Reports may be made orally or in writing.

KIPPsters may be disciplined (including suspension and/or other consequence) for violating this policy. There will be no retaliation against anyone who, in good faith, reports or assists in the investigation of potential acts of harassment, discrimination, or bullying.
**DRESS CODE**

There is no standard-school attire required for Remote Learning. Students shall dress in an appropriate manner so as not to distract or interfere with the operation of the school. All students are expected to be fully dressed with an appropriate shirt.

However, students will be required to wear their KIPP School uniform once we are back in the building. Please contact collegeprep@kippnyc.org to learn more about purchasing uniforms for when we resume in-person classes.

**GENERAL POLICIES & PROCEDURES**

**STUDENT TECHNOLOGY**

KIPP NYC schools are committed to ensuring that all students have access to remote learning. KIPP NYC is providing all students with a KIPP NYC-specific Chromebook for use during remote and potential hybrid learning structures. Additionally, KIPP NYC will provide all families that do not have internet access with a Mifi so that students are able to access their remote learning platforms without interruption.

To learn more about KIPP NYC Remote Learning Platforms and to access helpful videos and guides please visit our Remote Learning Tech Support site at https://www.kippnyc.org/remote-learning/tech-support/.

KIPP NYC is committed to 100% connectivity at home. More information regarding Internet Access options in New York City can be found via this link. If your family needs assistance obtaining Internet access, please contact the Director of Operations at your student’s school for next steps.

**STUDENT ENROLLMENT**

Every year, beginning in December, KIPP NYC College Prep High School will begin accepting applications for our 9th - 12th grades for the following year. Admissions preference will be granted to siblings and children of KIPP NYC staff, and students receiving free or reduced lunch as a 2nd priority. The lottery will be held in April.

**ENROLLMENT FORMS**

Upon enrolling at KIPP NYC College Prep High School the following documents must be submitted for each student to the main office via SchoolMint:

- Registration form
- Emergency contact form
- Proof of birth
- Proof of address
- Immunization records
- If applicable, additional medical forms
- If applicable, IEP/504 Accommodations
According to the New York State Public Health Law, all students need to be immunized per the New York Health Department guidelines and have a physical examination each year. The New York State Health Department has released the following Immunizations Requirements for the 2020-2021 school year:

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

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

All KIPP NYC students receive free meals either as part of the New York City Department of Education’s School Foods program, or through KIPP’s own school food program. All students, whether in-person or remote, will continue to receive free meals daily this year. While we are remote we anticipate that the New York City Department of Education will continue to distribute meals to New Yorkers at various sites across the city. Please use the DOES Free Meal Location Tool to find a site near you.

Throughout the summer, we have been pleased to offer families a food pantry out of our high school in the Bronx, along with pick-up locations in Harlem, Washington Heights, and Brooklyn. Although the last summer food pantry date is Friday, August 28, we are hoping to continue the food pantry into the fall. We are working out the details with New York State and we will communicate future dates if they become available.

KIPP NYC will make all information about food services, including access to meals for students who are learning remotely and information about KIPP’s food pantry, available via KIPP NYC’s website and in our direct communications to you.

FIELD LESSONS

Out of an abundance of caution over the potential spread of COVID-19, all field lessons will now take place virtually. A virtual field trip is a guided exploration through the world wide web that allows our students to engage with and to learn about authentic artifacts and to explore places important to their discipline of study and consistent with their individual learning needs.

FERPA

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

- The right to review your child’s education records.
- The right to challenge any false or misleading statements in the records.
- The right to require the school to get written permission to disclose personal information in the record, except in those cases allowed by law.
- The right to be informed of your rights under FERPA.
- The right to file a complaint when these rights have been denied.

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

At KIPP NYC, our teachers regularly use student assessment data to improve their teaching practice and learn from one another. To this end, teachers use and share student achievement data across our schools.

If you would like additional information about FERPA, we welcome you to contact [SCHOOL CONTACT HERE].
TITLE 1 PARENT & FAMILY INVOLVEMENT

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

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

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

A copy of KIPP NYC College Prep High School complete Parent and Family Involvement Policy can be obtained by contacting collegeprep@kippnyc.org.

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

MCKINNEY-VENTO / SERVICES TO STUDENTS IN TEMPORARY HOUSING

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

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

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

Preserving the safety and wellbeing of every KIPP Student is central to the work of KIPP NYC. If a KIPP NYC College Prep High School employee becomes aware that a student is potentially experiencing harm or is in danger of experiencing harm, he/she is legally mandated to report the behavior or incident to the New York State Central Register of Child Abuse and Maltreatment (SCR). Harm can fall under the category of reported or identified physical abuse, sexual abuse, or educational neglect that exist in the household and is having an impact on the students physical and mental well-being. The KIPP NYC employee is also required to notify their Principal/DASA Designee of the situation. Teachers must also refer students to the Principal/MD if they exhibit signs of hurting themselves or others.

SPECIAL RULES RELATING TO THE DIGNITY FOR ALL STUDENTS ACT (DASA)

KIPP NYC College Prep High School will provide training to staff each year on the Dignity for All Students Acts (DASA) and its zero tolerance policy against harassment, discrimination, or bullying. The Dignity Act Coordinator (DAC) at your school is your school based Jesus Powell. To communicate with Jesus Powell you can email him at jpowell@kippnyc.org. Please

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

Intervention may include one or more of the following:

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

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

COMPLAINTS SUBMITTED TO THE BOARD OF TRUSTEES

Any parent/guardian may bring complaints to the Board of Trustees of KIPP NYC College Prep High School to allege a violation of law or the charter. Information about Board meetings can be found on our website at http://www.kippnyc.org/. KIPP NYC Board meetings are open to the public, and we invite families to join.

This complaint procedure may be used to appeal from a decision to suspend a student. Such appeals must be filed within thirty days of a suspension and be submitted to the Board at least two weeks prior to the next Board meeting. Complaints
submitted later will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board shall as necessary render a determination in writing.

If an individual or group filing a complaint to the Board, including an appeal of a suspension decision, is not satisfied with the way that the Board has addressed the complaint, that individual or group may present the complaint to the charter authorizer, which shall investigate and respond. If the individual or group is not satisfied with the actions of the authorizer in reviewing the complaint, further appeal may be made to the Board of Regents of the State of New York, which shall investigate and respond.

**Charter Authorizers:**

For KIPP AMP, KIPP All, KIPP Elements, KIPP Freedom, KIPP Infinity, KIPP STAR and KIPP Washington Heights charters, please contact SUNY Charter Schools Institute, SUNY Plaza, 353 Broadway, Albany, NY 12234 (or via email: charters@suny.edu).

For KIPP Academy please contact NYC DOE, Charter School Office, 52 Chambers Street, Room 413, New York, NY 10007 (or via email: charterschools@schools.nyc.gov).

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**KIPP CREDO**

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

As a team and a family, we will either find a way or make one.