



STUDENT & FAMILY HANDBOOK

2026–27

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Section 1: Our History & Beliefs

KIPP Network

KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in educationally underserved communities for success in college, career and life beyond. There are currently more than 270 KIPP schools in 21 states and the District of Columbia educating over 120 thousand students. Every day, KIPP students across the nation are proving that demographics do not define destiny. More than 88 percent of our students are from low-income families and eligible for the federal free or reduced-price meals program, and 95 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have graduated high school, and more than 80 percent of KIPP alumni have gone on to college.

KIPP Five

The KIPP Five are the values and beliefs that make up KIPP's organizational identity and represent what we expect of all members of our community.

Value	Belief
Expect Greatness	All KIPPsters have boundless potential. We reject excuses that place limits on what our students can achieve. While good intentions matter, results matter most. We expect to prepare our students to excel in the nation's most competitive colleges and careers and hold ourselves accountable to deliver outcomes reflecting that expectation.
Do the Right Thing	Joy and rigor go hand in hand—and we pursue both. Our schools are vibrant, demanding places—alive with discussion, laughter, and deep thinking. Rooted in love for and belief in our children, our schools are places students and adults run to—where joy fuels excellence.
Choose Joy & Excellence	We pursue not only extraordinary achievement, but extraordinary character. Without character, achievement fails. We act with honesty, integrity, and respect for one another—because our character ultimately defines who we are, individually and collectively. We strive to embody the best version of ourselves, and to bring out the best in others.
Lead Together	Leadership lives at every level of our KIPP community. United by a shared vision, we bring the best of KIPP to all of KIPP. We learn from one another, support one another, and scale what works. We are stronger together, and we use that strength to deliver more consistent outcomes for students and communities nationwide.
Fully Commit	Joining KIPP means committing fully to one another and to our mission. Our work is hard, and that's what makes it purposeful. It calls for perseverance in the face of adversity. We show up every day and do the hard work required to achieve our high expectations.

KIPP Tagline: Work Hard. Be Bold.

Our tagline – Work Hard. Be Bold. – reflects the mindset and effort needed to bring The KIPP Five to life.

Work Hard is the throughline from KIPP’s founding to our future. It signals continuity and resolve, reinforcing a core belief: achievement comes through sustained effort and high expectations. Our mission is ambitious, demanding extraordinary effort from adults and students. This is not new for KIPP; it is a commitment we have lived for thirty years.

Be Bold reflects how we meet the standards we set. It names the courage of our KIPP community to challenge the status quo, to lead with conviction, and a willingness to go above and beyond to achieve our goals. For students, it shows up as confidence to take risks, speak up, and persist through challenges. For adults, it shapes the decisions we make and the accountability we hold—for ourselves and one another.

KIPP Philadelphia Mission

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

KIPP Philadelphia Portrait of a Graduate

Every KIPP Philadelphia student enters our school community with unique strengths and talents. Through classroom learning and enrichment opportunities, students graduate with the academic foundation and social intelligence not only to excel in college and career, but to dream without limits. Together, staff, families, the board of trustees, and community partners commit to nurturing the following four attributes in our students.

Attribute	Our graduates will confidently declare
Pride in Self	I am proud of every part of who I am. I recognize my value, and show up as my true and best self wherever I go.
Pursuit of Learning	I take an active role in my learning. By thinking critically and asking questions, I explore new ideas, expand my view of the world, and seek opportunities that spark my passion and curiosity.
Perseverance to Achieve	I am motivated to set and reach my goals. I rise to meet challenges, fostering connections and collaborating as needed to find solutions and overcome obstacles.
Power of Voice	I can create positive change. Through active listening and using my voice, I advocate for myself and others to make a meaningful impact in my communities.

Section 2: Rights and Responsibilities

Student Rights

At KIPP Philadelphia, we recognize that students have fundamental rights that are protected by law. In accordance with Pennsylvania law, and KIPP Philadelphia, all students are entitled to:

- **Right to Education:** All students have a right to a free public education until age 21 or graduation, whichever comes first.
- **Due Process:** Students have the right to due process before receiving disciplinary action, including informal hearings for suspensions over 3 days and formal hearings for expulsions.
- **Freedom of Expression:** Students may express themselves through speech, publications, and the wearing of buttons, armbands, or other insignia, as long as such expression does not substantially disrupt the educational process or infringe upon the rights of others.
- **Safe and Supportive Environment:** Students have the right to learn in an environment free from discrimination, bullying, harassment, and intimidation.
- **Privacy:** Students have the right to privacy in their personal possessions unless there is reasonable cause to believe that prohibited materials are present.
- **Special Education Rights:** Students with disabilities have additional protections under IDEA, including manifestation determinations, functional behavioral assessments, and positive behavior support plans.
- **Language Access:** students and families have the right to receive important information in their preferred language.

Student Responsibilities

With these rights come important responsibilities. All KIPP Philadelphia students are expected to:

- **Attend School Regularly:** Attend school daily and arrive on time prepared to learn.
- **Put Forth Best Effort:** Engage actively in learning and complete all assignments to the best of their abilities.
- **Follow School Rules:** Adhere to all school policies and procedures designed to maintain a safe and productive learning environment.
- **Respect Others:** Treat all members of the school community with dignity and respect, regardless of race, color, ethnicity, national origin, religion, gender, sexual orientation, or disability.
- **Use Appropriate Language:** Communicate in a manner that is respectful and free from profanity, slurs, or threatening language.
- **Respect School Property:** Treat school facilities, equipment, and materials with care.
- **Dress Appropriately:** Follow the school dress code designed to maintain a focused learning environment.
- **Resolve Conflicts Peacefully:** Seek assistance from school staff to resolve disagreements without resorting to violence or intimidation.

Parent/Guardian Rights

Parents and guardians are vital partners in their child's education and have the right to:

- Regular Communication: Receive timely information about their child's academic progress and behavior.
- Access to Records: Review their child's educational records in accordance with the Family Educational Rights and Privacy Act (FERPA).
- Participation: Take part in meaningful parent-teacher conferences and school activities.
- Discipline Receive written notification in their preferred language regarding disciplinary actions, with opportunities for informal hearings for suspensions over 3 days and formal hearings for exclusions over 10 days.
- Special Education Rights: For parents of students with disabilities, participate in the IEP process and receive all procedural safeguards guaranteed by law.

Parent/Guardian Responsibilities

Parents and guardians are expected to:

- Ensure Regular Attendance: Make sure their child attends school daily and arrives on time.
- Support Learning: Create conditions that support learning at home and reinforce the importance of education.
- Stay Informed: Maintain communication with the school, read all notices, and respond promptly when requested.
- Attend Conferences: Participate in parent-teacher conferences and other meetings regarding their child's education or behavior.
- Update Information: Provide current contact information and notify the school of any changes.
- Support School Policies: Reinforce school rules and policies with their child.

Health Requirements

All students must have current immunizations as determined by Pennsylvania Department of Health requirements, including:

- Diphtheria, Tetanus, Pertussis (DTaP/Tdap)
- Polio (IPV)
- Measles, Mumps, Rubella (MMR)
- Hepatitis B
- Varicella (Chickenpox)
- Meningococcal (grades 7-12)

The only exemptions to immunization requirements are (which requests must be in writing):

- Medical exemptions: Certified by child's physician for medical contraindications
- Religious exemptions: For families whose religious beliefs oppose immunization
- Moral/ethical exemptions: For strongly held convictions similar to religious beliefs

Equal Education Opportunity Statement

Legal Framework: Our school is committed to providing equal educational opportunities for all students regardless of race, color, national origin, sex, disability, age, religion, ancestry, gender identity, or any other legally protected classification. This commitment extends to all school programs and activities.

This policy complies with:

- Title VI of the Civil Rights Act of 1964: Prohibits discrimination on the basis of race, color, or national origin
- Title IX of the Education Amendments of 1972: Prohibits discrimination on the basis of sex
- Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination against qualified individuals with disabilities
- Americans with Disabilities Act of 1990: Prohibits discrimination against individuals with disabilities
- Pennsylvania Human Relations Act (43 P.S. § 951–963): Prohibits discrimination in educational institutions
- Philadelphia Fair Practices Ordinance (Philadelphia Code § 9–1100): Provides additional protections against discrimination

Legal Compliance

This Handbook and Code of Conduct complies with all applicable federal, state, and local laws, including but not limited to Pennsylvania School Code, Chapter 12 of the Pennsylvania Code, IDEA, Pennsylvania Safe Schools Act, and Title VI of the Civil Rights Act.

Section 3: Student Code of Conduct

Community Expectations

Vision & Approach

KIPP Philadelphia's vision for school culture is that all schools are safe, joyful, identity affirming, and academically excellent. We believe in developing the whole child – academically, socially, and emotionally – to ensure students reach their full potential in college, career, and beyond. We seek to balance **high expectations with high support**, grounding our student expectations in the “KIPP Five,” the principles that guide student and adult behavior in KIPP schools nationwide. Those expectations are reflected in our organizational tagline: **Work Hard. Be Bold.**

The KIPP Five

Value	Universal Student Expectations
Expect Greatness	• Arrive on time to school and class with all materials • Stay on task during independent work time • Revise work after feedback from teachers or peers • Ask questions or seek clarification when confused • Ensure work is complete, organized, and reflects your greatest effort
Do the Right Thing	• Use respectful language and with peers and adults • Respect others' physical boundaries and personal space • Follow adult directions the first time • Be in the correct location at all times • Admit mistakes and take responsibility • Resolve conflicts calmly or seek help appropriately • Demonstrate integrity in academic work
Choose Joy & Excellence	• Participate actively in class by raising hand and contributing to discussion • Demonstrate enthusiasm through your words and actions • Encourage peers and celebrate their success • Remain engaged during challenging tasks
Lead Together	• Contribute meaningfully to group work • Listen to others without interrupting and build on the ideas of others • Assist peers who are struggling without prompting • Hold self and peers accountable respectfully
Fully Commit	• Remain focused throughout class • Persevere through difficult tasks without giving up • Avoid distractions to learning (always on-task, no devices, etc) • Demonstrate pride in your work and effort

Adult Expectations

We hold the same expectations for all adults in our school communities, whether they are a staff member, family member, or community member:

- Follow all school policies and procedures
- Respect the learning environment and educational process
- Comply with staff instructions and escort requirements
- Communicate respectfully and with positive intent
- Use appropriate language and volume levels

Attendance Policy

Legal Foundation

Regular school attendance is not merely a policy requirement—it is a fundamental building block for lifelong success and achievement. In accordance with Pennsylvania law, all students enrolled in KIPP Philadelphia Public Schools are required to attend school regularly, including kindergarten.

KIPP Philadelphia Standard

Research strongly supports that students with **95% attendance or higher** have significantly better academic, behavioral, and long-term outcomes. This equates to no more than nine (9) total absences over the course of the school year – excused or not.

Excused Absences

KIPP Philadelphia considers the following conditions to be an excused absence:

1. Student illness when the parent/guardian has provided a written note. A doctor's note is required to excuse for any absence for illness of three (3) or more consecutive school days
2. Student illness exceeding ten (10) total school days in a school year, when the parent/guardian provides a note signed by a licensed physician
3. Serious illness or death in the family (mother, father, siblings, grandparents, aunts, uncles, cousins, death of a friend)
4. Necessary appointments (doctor, dentist, etc.) that cannot be made outside the school day, upon written request by a parent/guardian and prior approval by the building principal
5. Emergencies requiring a student's service or presence at home that can be verified
6. Required court attendance, upon written request by a parent/guardian and prior approval by the building principal
7. Educational tours and trips, upon written request by a parent/guardian and prior approval by the building principal
8. Authorized school activities
9. Obligatory religious observances of the student's own faith, upon written request by a parent/guardian and prior approval by the building principal

All absences will be considered unlawful/unexcused until the school receives a written excuse explaining the reason(s) for the absence, to be submitted within three (3) calendar

days of the absence. Failure to provide a written excuse within three (3) calendar days will result in the absence being counted permanently as unlawful/unexcused.

KIPP Philadelphia Public Schools considers that a student, barring individual specialized circumstances approved in advance in writing, is present for instruction when physically present at that student's chosen KIPP Philadelphia Public Schools school building. Examples of an individual specialized circumstances include but are not limited to, asynchronous or remote learning to accommodate a student's extended medical absence arranged for a short duration or virtual or remote learning due to a weather or building emergency (in accordance with KIPP Philadelphia Public School's Attendance Policy).

Truancy Definitions & Protocols

Under Pennsylvania law, a student is considered truant after three unexcused absences and habitually truant after six unexcused absences. Students who incur 10 or more unexcused absences must be dropped from the school's rolls.

Three (3) Unexcused Absences - Truant Status

- KIPP sends parent/guardian/student a letter within ten (10) school days
- KIPP reports unlawful absences to the Pennsylvania Department of Education
- A School Attendance Improvement Conference (SAIC) may be arranged to develop a Student Attendance Intervention Plan (SAIP)
- A referral to a truancy prevention program may be made
- Notice of subsequent unlawful absences will be sent home advising that a citation may be sent to the Philadelphia District Attorney through ProjectGO.

Six (6) Unexcused Absences - Habitually Truant Status

- A School Attendance Improvement Conference (SAIC) will be arranged to develop/update a Student Attendance Improvement Plan (SAIP)

Ten (10) Unexcused Absences

- Student shall be referred by KIPP to the District Attorney's office (DA) for services
- KIPP may decide to file a citation with the Regional Truancy Court

10 Consecutive Unexcused Absences - Student Drop Policy

If a student is absent 10 consecutive days and those absences are marked as unexcused, KIPP Philadelphia must drop the student from active membership roll unless a legal excuse is provided. If dropped from the rolls, the parent or guardian must apply to re-enroll the student.

Missed School Work

Students are responsible for making up work missed due to absences. For excused absences, students have the same number of days they were absent plus one additional day to complete make-up work without penalty. It is the student's responsibility to request missed work from their teacher.

Course Failure or Retention Due to Excessive Absences

Students who are chronically absent (missing 10% or more of school days) are at serious risk of course failure and retention in the same grade level, regardless of whether the absences are excused. Promotion decisions will be made by school leadership based on attendance and other data points.

Classroom Expectations & Supports

Classroom Expectations

Every classroom and communal space at KIPP Philadelphia has posted rules that are introduced to students at the beginning of the school year. These rules are based on the principles of Safety, Respect, Responsibility, College Readiness, and Community.

Elementary Classroom Rules

1. Keep hands, feet, and objects to yourself. (*Safety*)
2. Use kind words and actions with everyone. (*Respect*)
3. Follow directions quickly the first time. (*Responsibility*)
4. Have materials ready, eyes on the speaker, and participate actively. (*Readiness*)
5. Keep our classroom clean, calm, and welcoming. (*Community*)

Secondary Classroom Rules

1. Help maintain a safe and focused learning environment. (*Safety*)
2. Treat yourself, others, and our learning spaces with respect. (*Respect*)
3. Take ownership of your choices, actions, and learning. (*Responsibility*)
4. Arrive on time and prepared to learn. (*Readiness*)
5. Contribute positively to our classroom community and support others in learning. (*Community*)

Positive Behavioral Interventions and Supports (PBIS)

Our schools implement comprehensive positive reinforcement systems designed to recognize students for meeting classroom expectations. These systems are grounded in the principle that positive reinforcement is more effective than punitive measures in shaping long-term behavioral change. These systems include regular incentives and recognition for students meeting expectations.

Elementary Schools	Secondary Schools
Positive/negative points tracked through ClassDojo	Merits/demerits tracked through DeansList

Social-Emotional Learning (SEL) Instruction

All students receive regular instruction on Social-Emotional Learning (SEL) skills. Our schools utilize evidence-based SEL curricula that are age-appropriate and culturally responsive. These lessons heavily emphasize the five core competencies in the CASEL SEL framework:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Behavior Intervention Ladder

All classrooms utilize a behavior intervention ladder that leverages non-invasive, proactive interventions prior to punitive actions for minor or moderate behaviors. An example of a behavior intervention ladder may include:

1. Individual redirection
2. Conference with student
3. Seat change
4. Parent contact
5. Discipline referral

Infraction Guide

Level 1: Minor to moderate disruptions that do not pose a safety risk and can be addressed by teachers through proactive and noninvasive management strategies.

- **Process:** Teacher manages parent contact and consequence
- **Consequences (teacher-assigned):** demerit, Dojo deduction, detention, loss of privilege
- **Interventions:** redirection, seat change, reflection, parent contact

Academic dishonesty	Cheating, plagiarism, or unauthorized use of AI
Class disruptions	Interruptions to the learning environment
Defiance	Failing to comply with directions from a staff member
Horseplay	Physical interactions that have potential to be dangerous
Inappropriate communication (peers)	Use of profanity, name calling, or significantly disrespectful language or gestures toward students
Late to class	Arriving after the bell or start time of class
Profanity	Use of offensive, disrespectful, or obscene language
Technology abuse	Unauthorized or incorrect use of school-issued technology
Uniform violation	Being out of uniform or wearing non-uniform item(s)

Level 2: Significant disruptions or safety concerns that require administrative support and intervention. Referral to dean. Can result in temporary removal from the community when severe or a pattern.

- **Process:** Teacher enters referral and contacts parent; dean issues consequence
- **Consequences:** detention, in-school suspension (ISS), out-of-school suspension (OSS)
- **Interventions:** parent meeting, behavior tracker, mediation, referral to MTSS/SAP, SEL group

Repeated LI behavior	Persistent LI behavior despite multiple documented interventions
Bullying/Cyberbullying	Intentional and persistent written, verbal, or physical acts toward a student that interferes with their education and/or creates a threatening environment
Eloping classroom	Leaving the classroom without permission
Eloping building	Leaving the building without permission
Gambling	Betting or wagering for money or goods or organizing it for others
Gross Insubordination	Repeated defiance that creates a major disruption to school operations despite multiple interventions
Hate speech	Abusive or threatening language that expresses prejudice against a particular group, including race, religion, or sexual orientation
Inappropriate communication (staff)	Use of profanity, name calling, or significantly disrespectful language or gestures toward staff
Organizing violent action	Engaging a group of people to act in a violent manner
Persistent cell phone refusal	Repeated refusal to turn in cell phone or abide by cell phone policy
Physical aggression – peers	Physical contact (e.g. pushing, shoving) with a peer in which no one is injured and the incident is immediately stopped by staff
Possession or use of tobacco	Possessing or using a tobacco product, including vape pens, cigarettes, cigars, and/or chewing tobacco

Possession or distribution of explicit material	Possessing or distributing images, videos, etc that are inappropriate for school, including sexually explicit or extremely violent material
Pre-Fighting/Verbal altercation	Engaging in a verbal conflict that is threatening in nature and has potential to escalate to physical fight if not deescalated
Present in restricted area	Being in a restricted or prohibited area of the campus
Provocation	Words or actions meant to provoke a violent reaction from another
Severe tantrum	An uncontrolled outburst characterized by extreme aggression and an inability to be easily deescalated
Skipping class	Repeated refusal to report to correct class
Theft (under \$500)	Intentionally stealing an item from another individual or the school
Threat toward individual	Specific threat of harm or violence on specific individuals
Vandalism	Willful or malicious damage to school property

Level 3: Serious threats to safety or behaviors that cause significant harm. Immediate referral to dean and administrative action. Will result in indefinite removal from the community in almost all cases.

- **Process:** Teacher enters referral; dean contacts parent and issues consequence
- **Consequences:** in-school suspension (ISS), out-of-school suspension (OSS), expulsion
- **Interventions:** parent meeting, safety plan, mediation, referral to MTSS/SAP, AEDY (6-12)

Arson	Malicious burning of another's property
Assault	Intentionally causing or attempting to cause physical harm to another, resulting in serious injury or the potential for serious injury
Enabling trespassing	Knowingly allowing someone into a restricted or prohibited space or assisting them in evading security screening
Fighting	Violence that includes aggression by multiple students and escalates into punching, wrestling, kicking, or damaging property
Physical aggression – staff	Physical contact with a staff member in which no one is harmed
Possession or distribution of explicit material (self/peers)	Possessing or distributing images, videos, etc that are inappropriate for school and depict member(s) of the school community
Possession, use, or distribution of drugs/alcohol	Possessing, using, or distributing substances not permitted on school property, including alcohol, marijuana, and illegal drugs
Possession or use of a weapon	Possessing, brandishing, or using a weapon or any other item with the potential to cause serious bodily injury
Sexual assault	Committing a sexual act to another person/people without consent
Sexual harassment	Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature
Sexual misconduct	Attempting or carrying out a sexual act with oneself or another
Theft/Robbery (over \$500)	Intentionally stealing an item from another individual or the school
Threats – Terroristic	Threatening to commit violent acts that cause a major safety risk to the school community

Consequences & Interventions

Progressive Discipline

Our schools use a progressive approach to discipline that balances teaching appropriate behaviors with clear and consistent consequences. Teachers manage Level 1 infractions within the classroom by leveraging positive interventions, proactive family contact, and teacher-administered consequences. A referral to the dean is submitted for all Level 2 and 3 infractions. Families will be notified of all infractions that lead to a dean referral, including the assigned consequence. Consequences may include:

- Loss of privileges
- Detention (Lunch, After-School, or Saturday)
- In-School Suspension
- Short-Term Out-of-School Suspension (1-3 days)
- Long-Term Out-of-School Suspension (4-10 days, requires informal hearing)
- Expulsion (requires formal hearing)

Exclusionary Discipline

KIPP Philadelphia reserves the right to utilize exclusionary discipline – including in-school suspension (ISS), out-of-school suspension (OSS), and expulsion – for major infractions that negatively impact the learning environment. Exclusionary discipline is used only for Level 2 and 3 infractions. The length of each suspension will be determined by the context and severity of the infraction and the student's disciplinary history. Out-of-school suspension is not permitted in grades K-2 except in the case of serious bodily injury.

Behavior Interventions

Schools implement tiered behavior interventions for students through our MTSS (Multi-Tiered Students and Support) process based on their discipline history and input from staff. Interventions may include (but are not limited to):

- Daily check-ins with trusted adult (Check In, Check Out)
- Referral to Student Assistance Program (SAP)
- Behavior tracker or contract
- Safety plan
- Scheduled breaks
- Group or individual counseling

Mandatory Parent Meetings

A pattern of disruptive behavior or a single major incident may trigger a mandatory parent meeting. At this meeting, a school administrator or dean will meet with the parent to review incident details and develop a support plan. Parent participation in these meetings is critical to student success. Meetings will be held in-person whenever possible. Parents will receive both written and verbal invitations with the date and time of the meeting, along with an explanation of what incident(s) triggered the meeting.

Placement in AEDY (Alternative Education for Disruptive Youth)

Alternative Education for Disruptive Youth is a program in Pennsylvania in which students in grades 6–12 with significant behavior challenges attend a temporary educational placement that provides higher levels of support and intervention. By law, LEAs may refer to AEDY programs only students who pose a clear threat to the safety and welfare of other students or the school staff, who create an unsafe school environment or whose behavior materially interferes with the learning of other students or disrupts the overall educational process. After a student returns to KPPS from AEDY placement, any additional Level 3 infraction during the same school year will result in a formal hearing.

Key Culture Policies

Student Dress Code

The KIPP Philadelphia dress code promotes a focused learning environment, school pride, and community identity. This policy applies to all students during regular school hours, field trips, and school-sponsored events unless otherwise specified. Please see your campus' uniform policy for more specific guidance.

General Attire Expectations

- TOPS: Any KIPP Philadelphia top
- BOTTOMS: Dress pants, shorts, or skirts in the school's designated color(s)
- FOOTWEAR: Any color closed-toe and closed-back shoes
- OUTERWEAR: Non-KIPP jackets, sweatshirts, and other outerwear may **not** be worn during the school day
- RELIGIOUS ATTIRE: Any color religious attire is permitted
- HEADWEAR: Only religious headwear is permitted (any color)

On days when students are not required to wear the uniform, the following items are strictly prohibited. Please note: Families will always be notified of non-uniform days. If you have not heard from us, please assume your student should be in perfect uniform every day.

- Tights or leggings as pants
- Shirts that do not cover shoulders and torso
- Sagging pants where undergarments are exposed
- Ripped or distressed jeans or pants
- Pajamas or sleepwear
- Clothing with explicit language or images
- Sandals, flip flops, or slides
- Headwear that is not religious in nature
- Sunglasses

Dress Code Violations

When a student arrives at school out of compliance with the dress code, the parent will be contacted and we will seek to resolve the issue by having the parent bring the item(s) or providing the student with a loaner item when available. While we will always support our families with challenges related to uniforms, it is the parent's responsibility to contact the school proactively when such challenges arise. We will utilize progressive consequences for repeated violations once support has been offered.

Personal Devices Policy

All KIPP Philadelphia schools are phone-free learning environments. Phones must be stowed from bell to bell. Each campus maintains its own system for collecting or securing phones, with some collecting and securely storing devices and others utilizing Yondr pouches that remain in the student's possession. Students are required to secure their phones and any other personal electronic devices (smart watches, tablets, AirPods, etc) upon entry and not access them until after dismissal from school.

Phone Policy Violations

If a student is found in possession of their device (or another student's device) during the school day, attempts to bypass the phone collection or Yondr pouch system, or intentionally damages their Yondr Pouch, they will receive progressive consequences. In these cases, the student's device will be confiscated and securely stored until the end of the day. The parent will be contacted and may be required to pick up the device from the main office.

Prohibited Items

In accordance with Pennsylvania law (weapon possession is strictly prohibited on KIPP Philadelphia campuses or at any KIPP Philadelphia sponsored event. A weapon includes any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, and any other implement capable of inflicting serious bodily injury. Additionally, the following items are also prohibited from our schools:

- Tobacco products and paraphernalia
- Marijuana, other drugs, and paraphernalia
- Alcohol
- Prescription drugs (unless administered by school nurse)
- Lighters/matches
- Laser pointers
- Explicit materials
- Toy guns

Incidents Off School Grounds

In accordance with Pennsylvania law, KIPP Philadelphia reserves the right to issue consequences, up to and including expulsion, for incidents that take place off school grounds if such conduct has a nexus to the school and results in a substantial disruption of school operations or safety of its students and staff.

Discipline Due Process Rights

In accordance with Pennsylvania law, all students and families have fundamental due process rights when facing exclusionary discipline, which includes all types of suspension and expulsion. These rights are protected by federal and state law and must be strictly observed. Some student groups – such as those with IEPs – have additional due process rights that are also included in this section.

Exclusion from School (suspension or expulsion)

(1) Suspension is exclusion from school for a period of from one (1) to ten (10) consecutive school days.

(i) Suspensions may be given by the CEO/Principal or his/her designee.

(ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents or guardians shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

(v) Suspensions may not be made to run consecutively beyond the ten (10) school day period.

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board of Trustees ("Board").

(2) Expulsion is exclusion from school by the Board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

(i) During the period prior to the hearing and decision of the Board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (ii).

(ii) If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) school days. A student may not be excluded from school for longer than fifteen (15) school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

(iii) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

(1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or

correspondence study, or another educational program approved by the district's superintendent.

- (2) Within thirty (30) days of action by the Board, the parents or guardians shall submit to Charter School written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, Charter School, within the (10) days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.
- (3) If the approved educational program is not complied with, Charter School may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

Exclusion from Classes (in-school suspension)

- (1) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- (2) Communication to the parents or guardian shall follow the suspension action taken by Charter School.
- (3) When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the CEO/Principal or his/her designee shall be offered to the student and the student's parent or guardian prior to the eleventh (11th) school day in accordance with the procedures in the Pennsylvania Code.
- (4) The Charter School has the responsibility to make provision for the student's education during the period of the in-school suspension.

Discipline Hearings

- (a) *General:* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (b) *Formal hearings:* A formal hearing is required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
 - (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - (2) At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

- (3) The hearing shall be held in private unless the student or parent requests a public hearing.
- (4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
- (5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- (6) The student has the right to request that the witnesses appear in person and answer questions or be cross--examined.
- (7) The student has the right to testify and present witnesses on his/her own behalf.
- (8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- (9) The proceeding shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400–1482).
 - (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- (10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) *Informal hearings:* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

- (1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
- (2) The following due process requirements shall be observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - (ii) Sufficient notice of the time and place of the informal hearing shall be given.
 - (iii) A student has the right to question any witnesses present at the hearing.
 - (iv) A student has the right to speak and produce witnesses on his/her own behalf.
 - (v) Charter School shall offer to hold the informal hearing within the first five (5) days of the suspension.

Attendance & School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.

Students serving an out-of-school suspension shall not be permitted to attend any school functions, be on school grounds, or participate in any school activities.

Students serving an in-school suspension shall be required to complete assignments pursuant to established guidelines. Students shall not be permitted to participate in any school activities during an in-school suspension.

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance & School Work After Expulsion

Students who are under seventeen (17) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Placement in AEDY (Alternative Education for Disruptive Youth)

Due Process Rights:

- Informal hearing before placement in AEDY, unless there is an immediate safety threat (in which case hearing needs to happen promptly after placement)
- All rights listed under Long-Term Suspension above re: informal hearing
- Parent does NOT need to agree for student to be placed in AEDY

Discipline Appeal Procedures

Except in the case of expulsion, discipline appeals should follow the same procedure as all parent concerns and complaints, which is included below and explained in detail in Section 10 of this document.

1. **First:** Contact the teacher or staff member most directly involved
2. **Second:** If unresolved, contact a school administrator
3. **Third:** if unresolved, submit issue to the CEO
4. **Fourth:** If unresolved, submit issue to the Board of Trustees
5. **Fifth:** If unresolved, submit issue to the School District of Philadelphia

Expulsion Appeal

Expulsion decisions can be appealed through the Civil Trial Division of the Philadelphia Court of Common Pleas. Any appeal must be filed within 30 calendar days of the expulsion decision.

Special Considerations and Legal Protections for Discipline of Special Education Students

In addition to the discipline procedures applicable to all students, KIPP Philadelphia shall implement the following disciplinary policy procedures with respect to students with disabilities.

Protected Students

Every regular education student who is subject to a disciplinary suspension or expulsion will be subject to a review by the Student Support team to determine whether the student is “thought to be eligible.” This screening tool ensures that disciplinary action is not imposed on a student whom the school should have known was in need of an evaluation for a suspected disability before the prohibited conduct occurred. There are three (3) situations that are legal evidence that the school had knowledge that the student might have a disability:

1. The parent has requested an evaluation.
2. The parents have expressed concerns in writing to the student’s teacher or school administration that the student needs special education.
3. The student’s teacher or other school staff told a school leadership member of specific concerns about the child’s academic or behavior difficulties.

During the review, the school should take all relevant information into consideration including school interventions, mental health evaluations from outside agencies in the school file, and other factors. The team must carefully consider the listed criteria and determine whether there is substantial evidence to conclude that the student should be evaluated for a suspected disability as an alternative to punishment. If the parent requests an evaluation for a suspected disability after the child is sent to an alternative or remedial disciplinary placement, the school must conduct an expedited evaluation at parental request. However, the student remains in the alternative/ remedial placement during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then determine if the disability had a direct and substantial relationship to the offense. If so, the team needs to reconsider the student’s placement in light of the new information.

If a student already has an IEP or a 504 plan, they are automatically entitled to all due process protections.

Due Process Procedure

If a student with a disability violates the school's Code of Conduct and is being considered for a suspension or removal, the school must consider if this is considered to be a "change in placement" and KIPP Philadelphia must ensure all due process protections are provided. A change in placement is a legal term that applies in the following situations:

- Any suspension (even one day), expulsion, or transfer to another school of a student with intellectual disability.
- A suspension, expulsion, or disciplinary transfer to a remedial disciplinary school for either more than 10 consecutive school days or more than 15 cumulative school days in a school year is a change in placement. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 15 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions (If a student has transportation on his IEP, then bus suspensions are also counted) may be found if the student is suspended for behavior that is "substantially similar" to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week or same time of day.
- If the offense is not committed by a student with intellectual disability or if suspensions do not exceed 10 consecutive or 15 cumulative days nor constitute a pattern of suspensions, then it is not a change in placement and the student may be subject to the same consequence the school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent) must hold a Manifestation Determination meeting. The parent must be invited to the Manifestation Determination in writing and provided with a copy of the Procedural Safeguards notice. The purpose of the Manifestation Determination meeting is to determine two issues:

1. Was the student's misconduct caused by or directly and substantially related to the student's disability. OR
2. Was the student's misconduct a direct result of the school's failure to follow the child's IEP?

If the team answers yes to either question, then the student's behavior is a manifestation of his disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. This decision must be

communicated to the parent or guardian in writing via a NOREP. If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Special circumstances involving school safety: weapons, drugs, or serious bodily injury
If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another, (to comply with the law, serious bodily injury must be egregious (requiring medical treatment, significant and potentially permanent injury)

either at school or during school related activity, the school may immediately remove the student for up to 45 school days to an alternative or remedial disciplinary setting.

Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for forty-five (45) school days regardless of whether a child has intellectual disability or even if the team believes that the behavior is a manifestation of the student's disability. During the forty-five (45) school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child reevaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the forty-five (45) school day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the forty-five (45) school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

Notice to Parents

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent must be given a Notice of Recommended Placement (NOREP) stating this decision and a copy of procedural safeguards.

Provision of Services during Removal of a Student with a Disability

Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for a student with disabilities.

English Language Learners

- All notifications in family's preferred language
- Interpreter services for all meetings and hearings
- Consideration of language barriers in behavior assessment
- Cultural competency in disciplinary decision-making

Bullying and Harassment Policy

Definition of Bullying

As defined by Pennsylvania School Code, bullying means an intentional electronic, written, verbal, or physical act, or a series of acts:

- Directed at another student or students
- That occurs in or relates to the school setting
- That is severe, persistent, or pervasive
- That has the effect of substantially interfering with a student's education, creating a threatening environment, or substantially disrupting the orderly operation of the school

Bullying includes cyberbullying, which occurs through electronic devices and includes email, instant messaging, text messages, phone calls, voicemails, social media, and websites.

Reporting Procedures

In compliance with Pennsylvania law and the KIPP Philadelphia policies, KIPP Philadelphia has established clear procedures for reporting bullying incidents:

- Students: Report immediately to any school staff member, including teachers, counselors, administrators, or other trusted adults
- Staff: All school employees who witness or receive reports of suspected bullying must immediately notify the principal or designated administrator and document the incident
- Parents/Guardians: Report promptly to the school principal or counselor, either verbally or in writing
- Anonymous Reporting: Reports may be made anonymously through the school's digital reporting system or via paper forms, though disciplinary action cannot be taken solely on anonymous reports

Investigation Process

All reports of bullying will be promptly investigated following these steps:

1. Principal or designated administrator will initiate investigation within one school day
2. Investigation will include interviews with alleged target, accused student(s), witnesses, and relevant staff
3. All interviews and findings will be documented according to district procedures
4. Parents/guardians of both alleged target and accused student(s) will be notified
5. Investigation will be completed within 10 school days unless extenuating circumstances require extension
6. Confidentiality maintained to the extent possible while conducting thorough investigation

Consequences and Interventions

Students found to have engaged in bullying behavior will face consequences that are:

- Graduated in severity and appropriate to the seriousness of the behavior
- Consistent with school disciplinary procedures and restorative practices (see Infraction Guide)
- Designed to remediate the impact on the targeted student and deter future violations
- In compliance with applicable district policies and Pennsylvania state law

Prevention and Education

In accordance with Philadelphia's PBIS framework and Pennsylvania's school safety requirements, KIPP Philadelphia implements comprehensive prevention including:

- School-Wide Approach: Integration of bullying prevention into SEL curriculum and regular classroom instruction
- Staff Training: Annual professional development for all staff on recognizing, responding to, and reporting bullying
- Student Education: Age-appropriate lessons on bullying prevention, digital citizenship, and bystander intervention
- Community Engagement: Parent workshops and informational materials on recognizing bullying and supporting affected students
- Student Surveys: Regular assessment of school climate to identify patterns and areas for improvement

Sexual Harassment Policy

Definition of Sexual Harassment

In accordance with Title IX,, sexual harassment includes:

- Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, written, or physical conduct of a sexual nature
- Unwanted or inappropriate touching, physical contact, or gestures
- Sexual jokes, pictures, comments, or other verbal harassment
- Spreading sexual rumors or making sexual or gender-based evaluations or ratings
- Dating violence, domestic violence, or stalking

- Cyberharassment of a sexual nature, including through social media, text messages, or other electronic communications
- Quid pro quo harassment, where educational benefits are conditioned upon participation in unwelcome sexual conduct

Reporting Procedures

Reports may be made to:

- Any school administrator or school's Title IX Coordinator
- Verbally, in writing, electronically, or anonymously
- All school employees are mandatory reporters and must immediately report to the principal and Title IX Coordinator

Investigation Process

All investigations will:

- Ensure equal opportunity for both parties to present witnesses and evidence
- Not restrict either party's ability to discuss allegations or gather evidence
- Provide parties with same opportunities to have others present during meetings
- Provide written notice of all meetings, hearings, and procedures
- Be conducted by trained investigators free from conflicts of interest
- Be completed within established timeframes (typically 60 days)

Supportive Measures

Available to all parties involved:

- Counseling services (either external referrals or internal as available)
- Schedule modifications or increased monitoring
- Extensions of deadlines or academic adjustments
- No-contact directives between parties
- Increased security and monitoring of certain areas
- Referrals to community resources

Section 4: Academic Policies

Purpose and Philosophy

These academic policies align with the Pennsylvania Department of Education requirements pursuant to 22 Pa. Code § 12.3(c). Grades at KIPP Philadelphia reflect two key dimensions of college and career readiness: student mastery and student self-management.

Core Principles

- "KIPP" means "KIPP": Consistent academic standards across all KIPP schools
- Mastery matters: Honest communication about academic progress to ensure college readiness
- Rigorous and reasonable: High standards with appropriate support systems
- Cultivation of effort: Policies that encourage maximum student effort and growth mindset development
- Fairness and transparency: Up-to-date, error-free gradebooks that promote student ownership

Elementary Courses & Grading

Elementary school students take core courses in English Language Arts, Math, Science, and Social Studies each year, along with courses in health/physical education, the arts, and other enrichment areas. Specific elective offerings may vary by school.

Our elementary students do not receive traditional letter grades. Rather, we use a mastery-based grading system that reflects how well your child is performing on specific skills, not just averaging together assignment scores.

The mastery levels are as follows:

Mastery Level	Report Card Language	What it means
Exceeding Expectations	Exceeds	Demonstrates advanced understanding of skill
Meeting Expectations	Meets	Consistently demonstrates skill; on track
Nearing Expectations	Nearing	Sometimes demonstrates skill
Below Expectations	Below	Rarely demonstrates skill

For English Language Arts (ELA) and Math, students are scored on prioritized skills based on their performance on benchmark and curriculum-embedded assessments:

- ELA: DIBELS Benchmark Assessment, Fishtank (curriculum) Assessments
- Math: Eureka Squared (curriculum) Assessments

For Specials, teachers score students on both concept mastery, participation, and effort:

- Understands Concepts
- Contributes to Discussions & Activities
- Completes Class Assignments & Projects
- Demonstrates Age-Appropriate Skills
- Effort

For Morning Meeting, students' Social Emotional Learning (SEL) block, teachers score students on their mastery of CASEL's SEL competencies via their engagement with the Second Step curriculum:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Secondary Course & Graduation Requirements

Middle school students in grades 5-8 take core courses in English Language Arts, Math, Science, and Social Studies each year, along with courses in health/physical education, the arts, and other enrichment areas. Specific elective offerings may vary by school.

High school students must have the following credits to be promoted to the next grade level or to graduate. These requirements may be adjusted for students with an Individualized Education Plan (IEP) in accordance with state and federal policies and regulations.

Credit Type	Credits Required	Course Name Examples <i>Note: List does not include all KDCA courses</i>
English	4	English I, English II, English III, English IV
Math	4	Algebra I, Geometry, Algebra II, Statistics, Pre-Calculus, Calculus
Social Studies	4	Modern World History, US History, Civics & Economics, African American History
Science	3	Environmental Science, Biology, AP Biology, Chemistry, Anatomy & Physiology
World Language	2	Spanish I, Spanish II, Spanish III, Spanish IV
Arts/Humanities	2	General Music, Advanced Music Performance, Visual Arts, Theater, Junior Seminar, Advisory, Mathematical Concepts, Creative Writing, Media Literacy
PE/Health	1	Physical Education I, Football, Cheerleading, Basketball, etc.
Senior Project	1	Senior Seminar

Enrichment/ Flexible Credits*	3	20.5 of the 24 credits needed to graduate must meet the required minimum credits listed above. The final 3.5 earned credits can be of any type. Students are encouraged to take additional coursework in their area of interest. Courses that cover content that does not fit into other credit types use the Enrichment credit type. Examples include: Junior Seminar, Keystone Algebra, and Advisory.
Total	24	

Community Service Requirement

Students must log at least 20 hours of community service with approved providers & submit documentation of service provided. Community Service Guidelines will be made available to students and parents annually that outline school community service policies. Community service hours completed will be made available to students at the end of each school year. Seniors will be made aware of completed community service totals at the end of each grading period.

Pennsylvania Keystone Exam & Alternative Statewide Requirements

In alignment with Pennsylvania state law and Department of Education policy KPPS requires students to either demonstrate proficiency on all three end-of-course Keystone Exams (Algebra I, Literature, and Biology) or to demonstrate postsecondary preparedness through one of four additional pathways outlined in Act 158 of 2018.

Grading Policies

Secondary Default Grading Scale

Letter Grade	Percentage Range	GPA Points	Quality Descriptor
A	93-100%	4.0	Exemplary mastery and excellence
A-	90-92%	3.67	Proficient+
B+	87-89%	3.33	Proficient+
B	83-86%	3.0	Proficient
B-	80-82%	2.67	Proficient-
C+	77-79%	2.33	Approaching Proficient
C	73-76%	2.0	Approaching Proficient

C-	70-72%	1.67	Approaching Proficient
D+	67-69%	1.33	Below Proficient
D	63-66%	1.0	Below Proficient
D-	60-62%	0.67	Below Proficient
F	50-59%	0.0	Failing

Honors and Advanced Placement Course Scale

Letter Grade	Percentage Range	GPA Points	Quality Descriptor
A	93-100%	5.0	Exemplary mastery and excellence
A-	90-92%	4.67	Proficient+
B+	87-89%	4.33	Proficient+
B	83-86%	4.0	Proficient
B-	80-82%	3.67	Proficient-
C+	77-79%	3.33	Approaching Proficient
C	73-76%	3.0	Approaching Proficient
C-	70-72%	2.67	Approaching Proficient
D+	67-69%	2.33	Below Proficient
D	63-66%	2.0	Below Proficient
D-	60-62%	1.67	Below Proficient
F	50-59%	1.0	Failing

Middle School Grade Calculation

Component	Weight	Description
Quarter 1	25%	First quarter coursework
Quarter 2	25%	Second quarter coursework
Quarter 3	25%	Third quarter coursework
Quarter 4	25%	Fourth quarter coursework

High School Grade Calculation

Year-Long Courses

Component	Weight	Description
Quarter 1	20%	First quarter coursework
Quarter 2	20%	Second quarter coursework
Midterm Exam (E1)	10%	First semester examination
Quarter 3	20%	Third quarter coursework
Quarter 4	20%	Fourth quarter coursework
Final Exam (E2)	10%	Second semester examination

Semester Courses

Component	Weight	Description
Quarter 1	40%	First quarter of semester
Quarter 2	40%	Second quarter of semester
Exam Period	20%	Midterm or final examination

Category Weights

Category	Weight	Description	Examples
Tests (Mastery)	30%	Major demonstrations of learning	Tests, projects, essays, performance tasks
Quizzes (Formative Mastery)	20%	Frequent and more informal assessments of learning	Quizzes, exit tickets, checkpoint assessments
Classwork & Participation	50%	Daily engagement in class and completion of assignments	In-class assignments, homework, engagement with online programs, participation rubrics

Late Work Policy

Late work is accepted up to two (2) weeks after the due date. The deadline for late or make-up work is one (1) week before the end of the grading period so that teachers have sufficient time to grade work that is handed in late. Assignments turned in after the due date can receive a maximum score of 75%. Assignments that are not turned in earn a 0%.

Minimum Grade Floor Policy

Because grades reflect effort as well as learning, KIPP Philadelphia maintains a grading floor of 50% for all term, exam, test, and quiz grades.. This creates a more proportional grading scale and provides students opportunities to recover from low grades before the end of the school year. There is no grading floor for classwork and participation.

Prohibited Grading Practices

- Grading based on behavior or conduct (separate from academic performance)
- Assigning term/exam grades below the 50% minimum floor
- Entering extra credit, which circumvents demonstration of course standards
- Assigning group grades for mastery

Retention Policy

In middle school, students who fail one or more core classes (Math, ELA, Science, Social Studies), are at risk of having to repeat a grade. This decision is made in consultation with the student's parents and a committee of educators, though the final decision is made by the school leader.

In high school, students who are missing more than two (2) credits after being given the opportunity to recover credit in the summer are at risk of having to repeat a grade.

Academic Integrity Policy

KIPP Philadelphia Public Schools is committed to the academic, social and ethical development of each member of our learning community. We feel that plagiarism and cheating inhibits a student's academic achievement and compromises the trust between teacher and student which is fundamental to the learning process. The guidelines set forth in this policy identify what constitutes plagiarism and cheating, the consequences of participating in such endeavors, and promotes the values of academic integrity among students, faculty, and administration.

Academic Dishonesty Violations

All of the following are considered violations of the KPPS Honor Code:

- Cheating: Copying another student's work, giving work to another student, or obtaining unauthorized assistance on assessments
- Plagiarism: Using another person's ideas, words, or work without proper attribution, including copying from websites without citation
- Unauthorized use of AI: Using an artificial intelligence (AI) tool without teacher permission and appropriate citation and presenting the work as your own
- Digital Academic Dishonesty: Misuse of technology for academic advantage
- Testing Environment Violations: Behaviors that disrupt standardized tests or classroom assessments

Consequences for Academic Dishonesty

For Regular Assignments:

1. Teacher notifies student of suspected violation
2. Teacher enters "Documentation – No Support Needed" referral in DeansList
3. Parent/guardian and Leadership Team notification required
4. Student may remake assignment within one week for maximum 70% credit
5. If not remade, student receives minimum grade for assignment category (50%)

For Final Examinations:

- Student receives minimum grade (50%) with no opportunity for retake

Late Work and Make-Up Policies

Late Assignment Framework

Timeline	Grade Penalty	Recovery Options
Same day late	10% reduction	Full credit available with teacher conference
1 day late	15% reduction	Conference required for full credit recovery

2-3 days late	25% reduction	Parent contact and recovery plan required
4-7 days late	40% reduction	Administrative intervention required
Over 7 days	50% (minimum floor)	Case-by-case administrative review

Make-Up Work for Excused Absences

- Students have equal number of days absent plus one additional day to complete make-up work for full credit
- Students must initiate make-up work requests
- Teachers must provide reasonable accommodations for extended absences

Homework Policy

There is not currently a region-wide homework policy for KIPP Philadelphia. Homework, when given, is included in the “Classwork & Participation” category for grading purposes. Please consult individual course syllabi to learn how homework is handled in each class.

Accommodations for Special Populations

Students with Disabilities

Per Pennsylvania Special Education regulations (22 Pa. Code Chapter 14), grading accommodations per IEP or 504 Plan may include:

- Modified grading criteria aligned with IEP goals
- Alternative assessment methods
- Extended time allowances
- Assistive technology supports

Multilingual Learners (MLLs)

Grading accommodations for Multilingual Learners (MLLs) may include:

- Modified expectations during first year of enrollment
- Bilingual assessment options when appropriate
- ESL course grades weighted equally with core subjects

Students Experiencing Educational Instability

Per Pennsylvania Act 1 of 2022, grading accommodations for students experiencing educational stability – which includes students who are homeless, in foster care, in out-of-home placements, or experiencing other disruptions to their education – may include.

- Alternative pathways and flexible scheduling
- Excused assignments during periods of transition
- Enhanced Point of Contact support system
- Collaborative support with community agencies

Appeals and Grade Changes

Grade Challenge Process

Students or parents may request grade review within 10 school days of report card issuance by notifying the teacher and principal in writing. The challenge process will follow the steps below:

1. Teacher Conference: Initial review with supporting evidence
2. Department Review: Department chair mediation if unresolved
3. Administrative Review: Assistant Principal investigation and recommendation
4. Principal Decision: Final determination with written rationale
5. Documentation: All appeals documented in student records

Authorized Grade Changes

Grades may only be changed for:

- Documented calculation errors
- Assignments mistakenly listed as missing that were submitted during grading period
- Approved accommodations not initially implemented
- Administrative directive following formal appeal with evidence

All changes require principal approval and written documentation in the student information system.

Section 5: School Safety and Security

Weapons

In accordance with Pennsylvania law, weapon possession is strictly prohibited on KIPP Philadelphia campuses or at any KIPP Philadelphia sponsored event. A weapon includes any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, and any other implement capable of inflicting serious bodily injury.

Visitor Procedures

Purpose and Commitment

KIPP Philadelphia welcomes parents, guardians, and approved visitors to participate in our educational community while maintaining the highest standards of safety and security for all students, staff, and visitors.

General Visitor Policy

All visits require advance scheduling. KIPP Philadelphia reserves the right to deny visit requests or establish specific timelines based on testing schedules, school events, safety considerations, and staff availability.

Pre-Visit Requirements

Appointment Scheduling – Required Steps:

1. Contact the Main Office at least 48 hours in advance
 - In-person scheduling allowed during regular office hours
2. Provide Visit Information:
 - Purpose of visit (classroom observation, meeting, event attendance)
 - Requested date and time
 - Duration of visit
 - Specific staff member or classroom to visit
 - Number of visitors in party
3. Receive Confirmation:
 - Written or verbal confirmation from school administration
 - Specific instructions for arrival and check-in
 - Any special requirements or restrictions

Scheduling Limitations

Visits are not permitted during:

- State testing periods
- Emergency drills or safety procedures
- Staff professional development days
- School assemblies or special events (unless specifically invited)
- The first and last weeks of each semester
- Other times as determined by school administration

Arrival and Check-In Procedures

All visitors must enter through the main entrance. No exceptions will be made for alternate entry points except in emergency situations or with specific administrative approval.

Required Documentation – All visitors must present:

- Valid, government-issued photo identification (driver's license, state ID, passport)
- Appointment confirmation (if applicable)

Security Screening Process

All visitors are subject to the same security measures as students:

1. Metal Detector Screening:
 - All visitors must pass through a weapons detection system
 - Remove all metal objects (keys, phones, belt buckles, jewelry) before screening
 - Submit personal belongings for inspection as requested
 - Follow staff instructions for additional screening if detector is activated
2. Personal Belongings Search:
 - Bags, purses, and personal items subject to inspection
 - Electronic devices may be temporarily secured per school policy
 - Prohibited items must be returned to vehicle or secured at front desk
3. Background Considerations:
 - Visitors with restrictions or prior incidents may require additional approval
 - School administration reserves the right to deny access based on safety concerns

Visitor Badge and Escort Assignment

Upon successful security screening:

- Receive official KIPP Philadelphia visitor badge (must be worn visibly at all times)
- Be assigned a staff escort for duration of visit
- Review specific guidelines for the type of visit
- Receive emergency procedures information

Classroom Observations – Guidelines for Parent/Guardian Classroom Visits:

- Duration: Typically limited to one class period
- Behavior Expectations:
 - Remain seated in designated observation area
 - Do not interact with students during instruction
 - Do not engage teachers in conversation during class
 - Silence all electronic devices
 - Take notes quietly if desired
- Prohibited Actions:
 - Direct interaction with your child during observation
 - Participation in classroom activities or discussions
 - Photography or video recording without prior written permission
 - Disrupting the educational process in any way

Other Visit Types

- Parent/Guardian Conferences: Conducted in designated conference areas, must be pre-scheduled
- School Events and Programs: Separate procedures may apply for large events
- Volunteer Activities: Require completion of volunteer application and background check

Visitor Conduct Expectations

All visitors must:

- Maintain respectful, professional demeanor at all times
- Follow all school policies and procedures
- Respect the learning environment and educational process
- Comply with staff instructions and escort requirements
- Use appropriate language and volume levels

The following actions are prohibited and will result in immediate removal:

- Disruptive behavior that interferes with education or school operations
- Inappropriate language or conduct
- Unauthorized areas access or leaving designated escort
- Photography/recording without permission
- Bringing prohibited items into building
- Threatening or intimidating behavior toward any community member

Emergency Protocols

During emergency situations, all visitors are expected to:

- Follow all staff instructions immediately
- Proceed to designated safe areas as directed
- Remain with assigned escort or designated staff member
- Do not leave building without authorization from administration
- Provide assistance only if specifically requested by staff

Health and Safety Requirements:

Visitors are expected to:

- Report any symptoms of illness before visit
- Follow current health and safety guidelines
- Notify office of any medical conditions requiring accommodation
- Comply with any health screening procedures in effect

Confidentiality and Privacy

Visitors are expected to:

- Maintain confidentiality of all student information observed
- Do not photograph, record, or share information about other students
- Respect FERPA privacy protections
- Sign confidentiality agreements when required

Building Access and Security

Student Entry and Exit Procedures

- All students must enter through designated entrances only
- Students may exit through authorized exits only
- Unauthorized entry or exit will result in progressive disciplinary consequences

Daily Access Requirements

- Students must carry valid school-issued identification, if applicable, at all times
- Proper uniform/dress code compliance required for building access
- Students arriving late must report to the main office for admission

Student Searches

KIPP Philadelphia is committed to maintaining a safe and educational environment for its students and employees. To that end, school employees may, in the appropriate circumstances, and when applicable should a physical presence of the student present itself, legally search a student, a student's personal belongings, a student's automobile parked on school property or at a school sponsored event, and/or a student's school issued computer or a student's personal computer when using KIPP Philadelphia's network.

KIPP Philadelphia's charter schools are authorized to monitor and search a student's internet use, electronic communications, and student webpage content. A student's internet use on school issued computers or using KIPP Philadelphia's network is not considered confidential, and authorized school personnel may monitor a student's computer usage with or without cause.

Searches of students and their personal belongings, except for computer and internet usage as detailed above, must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated and that evidence of the violation will be disclosed by the search. The search actually conducted must be reasonably related in scope to the circumstances which justified the search at its inception based on the nature of the suspected infraction.

The CEO, the principal and the assistant principal, or their designees, are authorized, under circumstances justifying such a search as described above, to require students to submit to a search of their general belongings, including but not limited to: clothing, handbags, wallets, and computers. Such searches shall be conducted with an appropriate witness, who may be the parent, or staff member, and must not be conducted without reasonable suspicion. Clothing searches will be made by persons who are the same gender as the student who is being searched. Except in an emergency, other employees of the School shall not conduct student searches.

Students who do not cooperate with an employee who is conducting a search in accordance with these guidelines and applicable laws and regulations shall be subject to disciplinary action up to and including expulsion from the School.

Anything found in the course of a search, which is evidence of a violation of the Student Handbook or any policies applicable to students, including any acceptable internet/computer use policies, may be:

1. Seized and admitted as evidence in any suspension or expulsion proceeding;
2. Destroyed if it has no significant value;
3. Turned over to the parent of the student from whom it was seized; or
4. Turned over to a law enforcement officer.

KIPP Philadelphia will notify local law enforcement of the results of any search when required to do so by law, including, but not limited to, the discovery of a weapon or firearm, evidence of any cyber or internet criminal activity, or evidence that puts the safety and health of any students or staff in jeopardy.

KIPP Philadelphia reserves the right to search student lockers when there is a reasonable suspicion they possess prohibited materials based on established facts or observations. Should KIPP Philadelphia conduct a school wide locker search, it shall provide notice of such search.

Search Procedures

- Searches will be conducted by school personnel, not law enforcement officers
- At least two (2) school employees must be present during any search
- Pat-down searches will be conducted by an employee of the same gender as the student
- Students may be asked to remove outerwear (hats, coats, sweatshirts, gloves) and/or shoes during the course of a search, as well as empty or turn their pockets inside out

Student Rights During Searches

- Students have the right to know the reason for the search
- Parents/guardians will be notified of searches and their results on the same day they occurred
- Students have the right to appeal disciplinary actions resulting from searches

Security Screening Procedures

Metal Detector Screenings

The school may utilize metal detectors or scanning devices for comprehensive or random entry searches when circumstances warrant enhanced security measures.

Screening Process

- Students will receive advance notice explaining the screening process and its safety purpose
- All students, staff, and visitors entering the building may be subject to screening
- Security personnel will conduct all screenings using established protocols
- Students with disabilities will be screened with sensitivity to their individual needs

Non-Compliance Consequences

- Attempting to avoid metal detector screening provides sufficient cause for immediate search
- Refusing to submit to screening will result in disciplinary action
- Any weapons or dangerous items discovered will result in immediate law enforcement involvement

Emergency Protocols

Fire Drills and Natural Disasters

Posted in every classroom is a map detailing the evacuation protocol. In the event of a fire drill, fire, or natural disaster, students must:

- Remain silent during the entire drill or disaster
- Follow all staff directions immediately
- Follow their teacher outside in a straight line using designated exit route
- Proceed directly to the designated area without stopping at restrooms or lockers
- Stay with their assigned class at all times

Any student violating emergency procedures jeopardizes the safety of the school community and will face serious consequences, up to and including out-of-school suspension or expulsion.

Section 6: Fair Treatment and Inclusivity Policies

Overview

At KIPP Philadelphia, we are committed to maintaining a learning environment free from discrimination, harassment, and bullying in all forms. This commitment reflects both our core values of Justice, Equity, and Community, and our legal obligations under federal, state, and local laws.

Cultural Sensitivity and Inclusion

Purpose and Framework

This policy establishes guidelines for culturally responsive practices that embrace and celebrate cultural diversity, promote equity, and ensure respect for all members of our school community.

Student Rights and Responsibilities

All students have the right to:

- Be treated with dignity and respect regardless of cultural background, race, ethnicity, language, religion, socioeconomic status, gender identity, sexual orientation, or disability
- See their cultures, histories, and experiences represented in curriculum and school activities
- Express and celebrate their cultural identities in a respectful manner
- Receive equitable access to educational opportunities, resources, and support services
- Learn in an environment free from cultural insensitivity, discrimination, and harassment

Student responsibilities include:

- Treating all members of the school community with respect and dignity
- Learning about and respecting cultural differences
- Refraining from language or actions that demean, stereotype, or discriminate against others
- Speaking up against instances of cultural insensitivity, bias, or discrimination when witnessed

School Practices and Procedures

KIPP Philadelphia commits to:

- Curriculum Development: Ensuring curricula and instructional materials reflect diverse cultural perspectives
- Cultural Celebrations: Recognizing various cultural holidays, heritage months, and traditions
- Language Access: Providing translation and interpretation services for multilingual families
- Diverse Representation: Working toward ensuring staff and materials reflect student body diversity
- Community Partnerships: Developing partnerships with organizations that support cultural diversity

- Data Analysis: Regularly collecting and analyzing data on outcomes disaggregated by demographics

LGBTQ+ Student Rights and Inclusivity

All LGBTQ+ students have the right to:

- Equal Educational Opportunities: Access to all programs and activities consistent with their gender identity
- Privacy and Confidentiality: Have sexual orientation and gender identity information treated as confidential
- Names and Pronouns: Be addressed by their chosen name and pronouns
- School Records: Have unofficial records updated to reflect chosen name and gender identity
- Dress Code: Express gender identity through personal appearance within dress code requirements
- Participation in Activities: Participate in gender-segregated activities consistent with gender identity
- Safe Environment: Learn free from harassment, bullying, and discrimination

KIPP Philadelphia works to be inclusive through:

- Staff Training: Regular professional development on LGBTQ+ cultural competency
- Inclusive Curriculum: Including accurate, positive information about LGBTQ+ people when appropriate
- Support Services: Affirming LGBTQ+ identities through all student services
- Student Organizations: Supporting Gender and Sexuality Alliances (GSAs) or similar organizations
- Gender-Neutral Facilities: Maintaining at least one gender-neutral restroom
- Inclusive Forms: Using inclusive language and avoiding unnecessary gender markers

Procedures for Supporting Transgender and Gender Non-Conforming Students

- Gender Support Plans: Individualized plans developed in collaboration with student and family
- Name and Pronoun Usage: Honor student requests and communicate preferences to relevant staff
- Facilities Access: Allow use of restrooms and locker rooms corresponding with gender identity
- Overnight Trips: Make accommodations that affirm gender identity while ensuring safety
- Dress Codes: Enforce in manner that doesn't discriminate against transgender students

Religious Accommodation Policies

KIPP Philadelphia and its employees will:

- Respect Religious Diversity: Acknowledge and respect diverse religious beliefs and practices

- Provide Reasonable Accommodations: Make good faith efforts to accommodate religious practices
- Maintain Religious Neutrality: Neither promote nor denigrate any religious beliefs
- Balance Religious Freedom: Accommodate practices while maintaining educational integrity

Types of Religious Accommodations

Religious Holidays and Observances

- Excused Absences: Students receive excused absences for religious holidays
- Make-up Work: Opportunity to make up missed work without penalty
- Alternative Scheduling: Avoid major exams on religious holidays when possible

Dietary Accommodations

- Meal Options: Alternative meal options for religious dietary restrictions
- Fasting Accommodations: Quiet areas during lunch for students observing fasts
- Food in Curriculum: Alternative activities when classroom activities involve prohibited foods

Prayer and Religious Practices

- Prayer Spaces: Clean, quiet, non-instructional space available for prayer
- Prayer Times: Brief breaks for obligatory prayers with minimal disruption
- Religious Attire: Permission to wear religious attire (hijabs, yarmulkes, turbans, crucifixes)
- Ablution Facilities: Reasonable accommodation for washing facilities before prayer

Specific Accommodations for Muslim Students

Given our significant Muslim population, we have included the below accommodations. Similar accommodations will also be granted to students of other religions when requested.

1. Ramadan Accommodations:
 - Excused from strenuous physical activities during PE
 - Quiet space during lunch periods
 - Consideration regarding energy levels for assessments
 - Permission to make up evening activities conflicting with Iftar
2. Friday Prayer (Jumu'ah): Permission to attend congregational prayer during school hours
3. Eid Celebrations: School calendar notes Eid al-Fitr and Eid al-Adha
4. Modest Dress Requirements: PE and swimming accommodations for modest dress

Section 7: Student Services

Multi-Tiered Systems of Support (MTSS)

All KIPP Philadelphia schools maintain a process for identifying students in need of additional intervention in academics, attendance, and behavior. This process, called Multi-Tiered Systems of Support or MTSS, utilizes student data to flag those in need of intervention and delivers tiered, research-based strategies that are monitored over an 6-10 week cycle. This process does not include students with IEPs as they already receive individualized support through their Individualized Education Programs (IEPs). If your student is flagged for MTSS, you will be notified by the school and provided a passive consent form before interventions begin.

Special Education

Services provided in accordance with IDEA and Pennsylvania regulations:

- Child Find: Identification and evaluation of students who may need special education services
- Individualized Education Programs (IEPs): Comprehensive plans for students with disabilities
- 504 Plans: Accommodations for students with disabilities under Section 504
- Procedural Safeguards: Due process rights and protections guaranteed by law
- Least Restrictive Environment: Placement in general education to maximum extent appropriate
- Transition Services: Planning for post-secondary education and employment

Special Education Contact:

Tara Sealy, Managing Director, Student Supports

Email: tsealy@kippphiladelphia.org

Phone: (215) 294-8596

Multilingual Learners (MLL) Support

Comprehensive support for multilingual students:

- ESL Instruction: Specialized English language development classes
- Assessment: Annual English proficiency testing and progress monitoring
- Translation Services: Interpretation and translation for families
- Culturally Responsive Teaching: Instruction that honors students' cultural backgrounds
- Family Engagement: Communication and involvement in preferred language
- Academic Support: Content area support while developing English proficiency

McKinney-Vento Services

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all homeless children and youth. The B.E.C. 42 U.S.C. 11431 outlines procedures for deciding school placement, enrolling students, and determining responsibility. Federal and

state laws make our responsibility clear. With the large number of homeless children currently attending Philadelphia public schools, we must provide proper educational support and services.

Definition of Homelessness

“Homeless” is defined as “anyone lacking a fixed, adequate, regular nighttime residence.” This includes:

- Staying in the home of other people due to unavailable housing, financial hardship, or similar circumstances
- Living in motels, hotels, trailer parks (in some instances – examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options
- Living in an emergency shelter or transitional housing
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth
- Refugee and migrant youth

Supports for Students

The law makes sure that students experiencing homelessness receive a free and suitable public education by removing barriers to school enrollment and full, basic, daily participation in school activities. This includes:

- Immediate enrollment
- Free and Reduced School Lunch
- Help from school with any necessary enrollment documents
- Help from school setting up transportation service (if the student qualifies)
- Help from school with getting basic uniform clothing
- Help from school with basic school supplies
- Help from school with any basic clothing needs
- Help from school with basic high school graduation needs and expenses

Additional Information

- Contact your school’s McKinney-Vento Liaison (school social worker)
- Contact KIPP Philadelphia Public School’s McKinney-Vento Liaison by calling 215.294.8596 and requesting to speak with the Senior Director of Student Wellness, Michelle Icenogle
- Contact the ECYEH Region 1, Morgan Pierre, at 215.400.6066
- You can also visit <https://ecyehpennsylvania.center-school.org/>

Supports for Students In Foster Care

Federal Title I and Pennsylvania Act 1 educational stability provisions apply to all children in foster care enrolled in schools in Pennsylvania. Federal and state law make our responsibilities clear and support for students in Foster Care placement. The below provides more information to help students and families understand what supports are available to them.

Definition of Foster Care

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. Children can be in foster care in a variety of settings, including, but not limited to:

- Foster family placement
- Formal kinship care with a relative
- Group homes
- Residential facilities
- For the purposes of educational stability, foster care also includes children who are placed in trial reunification with their parents while child welfare continues to hold placement and care responsibilities.

Supports for Students in Foster Care

The law makes sure that students placed in foster care receive a free and suitable public education by removing barriers to school enrollment and full, basic, daily participation in school activities. This includes:

- Immediate enrollment
- Free and Reduced School Lunch
- Help from school with any necessary enrollment documents
- Help from school setting up transportation service (if the student qualifies)
- Help from school with getting basic uniform clothing
- Help from school with basic school supplies
- Help from school with any basic clothing needs
- Help from school with basic high school graduation needs and expenses

Additional Information

- Contact your school's foster liaison (school social worker)
- Contact KIPP Philadelphia Public School's Foster Liaison by calling 215.294.8596 and requesting to speak with the Senior Director of Student Wellness, Michelle Icenogle
- Contact the SDP Director of Foster Care, Caitlin Pratt at 215-400-6124
- You can also visit <https://www.pafostercare.org/>

Health Services

Basic health support including:

- Medication Administration: Proper storage and administration of prescribed medications
- Emergency Response: First aid and emergency medical procedures
- Health Screenings: Vision, hearing, and other required screenings
- Immunization Tracking: Maintaining compliance with state requirements
- Chronic Condition Management: Support for students with asthma, diabetes, and other conditions
- Healthcare Coordination: Collaboration with healthcare providers and families
- Health Education: Promoting healthy lifestyle choices and wellness

Section 8: Technology Use & Digital Citizenship

Purpose and Educational Mission

This policy establishes guidelines for responsible technology use and digital citizenship at KIPP Philadelphia. Technology serves as a critical tool for preparing students to become functional members of society while promoting safe, ethical, and effective digital learning experiences.

Core Principles

Our digital citizenship and technology policies are guided by:

- Educational Purpose: Technology use must support classroom activities, career development, and high-quality academic research
- Digital Responsibility: Students develop skills for safe, ethical, and respectful online behavior
- College and Career Readiness: Technology habits prepare students for postsecondary and professional success
- Community Safety: All digital interactions promote a positive learning environment
- Legal Compliance: All technology use adheres to federal, state, and local regulations

Legal Authority and Compliance

This policy is established under the authority of:

- Children's Internet Protection Act (CIPA): Title XVII federal requirements
- Pennsylvania School Code: 24 P.S. § 13-1317 (Authority of teachers and principals)
- 22 Pa. Code § 12.3(c): School rules and code of student conduct requirements
- KIPP Philadelphia Public Schools Board: Board of Trustees policies
- Family Educational Rights and Privacy Act (FERPA): Privacy requirements

School-Issued Chromebooks

Students have access to Chromebook laptops for educational use at teacher discretion only.

Student Responsibilities:

- Keep school-issued computers secure and damage-free
- Follow proper care and maintenance guidelines
- Use technology only for educational purposes during school hours
- Report technical issues immediately to staff

Care and Maintenance Guidelines:

- Do not loan computer, charger, or cords to others
- Do not leave computer unattended at any time
- Do not eat or drink while using computer or near computer
- Do not place computer on floors or unstable surfaces
- Do not stack objects on top of computer
- Do not put papers or writing instruments between keyboard and screen
- Do not carry computer when it is open

Google Apps for Education Account

Students may receive Google Apps for Education accounts for academic collaboration and communication under teacher supervision.

Account Guidelines:

- Use only for school-related academic purposes
- No expectation of privacy – all accounts are monitored
- Follow appropriate digital communication standards
- Maintain secure login credentials (do not share passwords)

Internet Safety and Acceptable Use

Acceptable Activities:

- Classroom assignments and research projects
- Career development and college preparation
- High-quality academic research with proper supervision
- Communication for school-related purposes under teacher direction

Prohibited Activities:

- Entertainment purposes (except during designated "open access" periods)
- Visiting unauthorized websites or attempting to bypass safety filters
- Hacking or other unlawful digital activities
- Personal social media use during school hours

Student Safety Requirements:

- Never post personal contact information online
- Never agree to meet someone contacted online
- Immediately report inappropriate messages to teacher or staff
- Follow parent instructions regarding additional restricted content

Digital Citizenship Standards

Required Digital Citizenship Practices:

- Use respectful, appropriate language in all digital communications
- Respect intellectual property and copyright laws
- Properly cite all online sources in academic work
- Maintain appropriate digital relationships with peers and adults
- Report cyberbullying or inappropriate online behavior immediately

Prohibited Digital Behaviors:

- Cyberbullying, harassment, or intimidation through technology
- Sharing, posting, or creating inappropriate content
- Impersonating others online
- Violating others' privacy through unauthorized recording or sharing
- Using technology to cheat or engage in academic dishonesty

Social Media Guidelines:

- No social media use during school hours on any device
- Posts involving school community members must be positive and respectful
- No sharing of school-related conflicts or negative content about peers
- No posting of violent content or fighting-related material
- Report concerning social media behavior to school administration

Consequences for Social Media Violations:

- Investigation and documentation of concerning posts
- Parent/guardian notification and conference
- Possible academic or disciplinary consequences per Student Code of Conduct
- Law enforcement notification if legally required

Privacy and Monitoring

Students should understand:

- All school technology use is monitored and filtered
- No expectation of privacy for school-issued devices or accounts
- School may inspect devices during misconduct investigations
- Random inspections may be conducted periodically
- Email and digital communications may be disclosed to satisfy legal obligations

School reserves the right to:

- Monitor all student technology use as routine practice
- Inspect device contents during investigations of misconduct
- Investigate technology use to protect health, safety, and welfare
- Respond to legal processes and fulfill legal obligations
- Preserve evidence of technology policy violations

Copyright and Intellectual Property

Student Responsibilities:

- Respect all copyright laws and intellectual property rights
- Request permission from copyright owners when unsure about usage
- Follow expressed requirements for copyrighted materials
- Ask teachers for guidance on appropriate use of online content

Prohibited Copyright Violations:

- Downloading or sharing copyrighted materials without permission
- Using copyrighted images, music, or videos in projects without proper licensing
- Copying and pasting content without proper attribution
- Distributing copyrighted materials through school technology

Damage, Loss, and Financial Responsibility

Student and Parent Responsibility

- Reasonable cost of repair or replacement for damaged school technology
- Maximum charge of \$200 for lost or deliberately damaged Chromebooks (ie. thrown, keys removed, etc.)
- \$250 charge if computer security seal is tampered with
- Full replacement cost for lost or stolen devices
- \$20 replacement fee for lost or damaged Yondr Pouches

Consequences and Disciplinary Actions

Technology policy violations are included in the Student Code of Conduct. As a general framework, violations may be handled in the following manner:

Violation Level	Examples	Possible Consequences
Minor Violations	Inappropriate website access, minor policy infractions	Verbal warning, parent notification, temporary loss of privileges, detention
Major Violations	Cyberbullying, academic dishonesty, significant policy violations	Device confiscation, administrative conference, suspension of privileges, in-school or out-of-school suspension
Severe Violations	Illegal activities, serious harassment, criminal behavior	Law enforcement notification, expulsion consideration, permanent loss of privileges

Special Circumstances and Accommodations

Students with Disabilities

Technology accommodations may include:

- Modified device requirements per IEP or 504 Plan
- Alternative communication methods when necessary
- Assistive technology integration with school devices
- Flexible implementation of device policies when appropriate

Medical Device Exceptions

Approved medical devices:

- Devices required for health monitoring with proper documentation
- Medical alert systems with administration approval
- Assistive technology for documented disabilities
- Emergency medical communication devices with medical provider verification

Section 9: Student Life Policies

Extra-Curricular Activities

KIPP Philadelphia is committed to providing students with diverse opportunities for growth and development beyond the academic curriculum. Participation in extracurricular activities enriches the educational experience and helps students develop leadership, teamwork, and other important life skills.

General Participation Requirements

- **Academic Eligibility:** In accordance with Pennsylvania Interscholastic Athletic Association (PIAA) regulations, students must maintain a minimum 2.0 GPA and passing grades in all core subjects. Eligibility checks conducted every two weeks.
- **Attendance Requirements:** Students must attend school for the full day to participate in activities scheduled for that day. Exceptions may be granted for documented medical appointments, family emergencies, or religious observances.
- **Behavior Expectations:** Participation is a privilege. Students must adhere to all school conduct policies. Major disciplinary infractions may result in temporary or permanent suspension from activities.
- **Permission Forms:** All students must submit properly completed permission forms, including emergency contact information and risk acknowledgment, signed by parent/guardian.

Athletic Programs

Physical Examinations

In compliance with Article VII of the Pennsylvania School Code and PIAA regulations, all students participating in athletic programs must complete a Comprehensive Initial Pre-Participation Physical Evaluation (CIPPE) performed by a licensed physician, physician assistant, or nurse practitioner. Physicals must be completed after June 1st for the upcoming school year.

Concussion Management

In accordance with the Pennsylvania Safety in Youth Sports Act (Act 101), all coaches, student athletes, and parents/guardians must complete annual concussion awareness training. Any student suspected of sustaining a concussion will be immediately removed from play and may only return after clearance from a licensed health care provider trained in concussion management.

Transportation

When transportation to off-campus events is provided by the school, all participants are expected to travel with the team or group. Any exception requires written parent/guardian permission and prior approval from the coach or advisor and school administration at least 24 hours in advance.

Equipment and Uniforms

Students are responsible for all school-issued equipment and uniforms. Items must be returned in acceptable condition at the end of the season. Students will be charged replacement costs for lost or damaged items.

Eligibility Requirements

- Academic Standards: Minimum 2.0 GPA and no more than one failing grade in core subjects, checked every two weeks
- Attendance: Present for at least 50% of school day to participate (practices and games)
- Physical Examinations: Current CIPPE completed after June 1

Behavioral Expectations

- The same behavioral expectations outlined in the Student Code of Conduct apply to all athletic programs and events
- Demonstrate respect toward teammates, opponents, officials, coaches, and spectators

Health and Safety Protocols

- Injury Reporting: All injuries reported immediately to coach and athletic trainer
- Return to Play: Written medical clearance required following injury
- Heat Acclimatization: Mandatory procedures for fall sports per PIAA regulations

Clubs and Organizations

Establishment of New Clubs

Students interested in forming new clubs must submit written proposal including:

- Purpose and educational alignment
- Potential membership and meeting schedule
- Faculty advisor commitment
- Budget requirements

Operating Requirements

- Faculty Advisors: All clubs must have faculty advisor present at meetings
- Meeting Schedule: Submitted to administration each semester
- Equal Access: Open to all eligible students without discrimination

Fundraising and Financial Management

- All fundraising activities require administrative approval one month in advance
- Funds must be deposited within 24 hours; expenditures require purchase orders
- Fee Waivers: Available per Pennsylvania Act 97 and District Policy 122.1

Transportation Guidelines

All students participating in off-campus activities must follow established transportation protocols, including use of district-approved transportation and proper permission procedures for alternative arrangements.

Section 10: School/Home Partnership

Communication Protocols

Purpose and Philosophy

At KIPP Philadelphia, we believe that effective communication between school and home is essential for student success. The following protocols establish clear expectations for communication between the school and parents/guardians. Our communication protocols are designed to foster a collaborative partnership between parents/guardians and school staff. This partnership is built on mutual respect, timely information sharing, and a commitment to supporting student achievement and well-being.

General Communication Guidelines

- **Response Time Expectations:** School staff will acknowledge communications from parents/guardians within 48 hours during school days. Complex matters may require additional time for complete response.
- **Professional Tone:** All communications between school personnel and parents/guardians must maintain a professional, respectful tone even when addressing difficult subjects.
- **Confidentiality:** In accordance with FERPA, all communications regarding students will maintain appropriate confidentiality. Student information will only be shared with legal guardians or those authorized by legal guardians.

Primary Communication Methods

- **School Information System:** Digital platform where parents/guardians can access real-time information about student attendance, grades, assignments, and behavior
- **Email:** Used for most routine communications. Teachers and staff will use school-issued email addresses
- **Phone:** Used when more immediate communication is needed or when direct conversation is required
- **Text Messaging:** School-wide alert systems for emergency notifications, school closures, or important reminders
- **In-Person Meetings:** Available by appointment for matters requiring in-depth discussion

Communication Frequency

Parents/guardians will receive regular updates including:

- Quarterly report cards
- Mid-quarter progress reports
- Regular updates via ParentSquare

Report Card Conferences

- **Scheduled Conferences:** Formal parent-teacher conferences scheduled twice per academic year

- Additional Conferences: Parents/guardians or teachers may request additional conferences as needed
- Documentation: Key points and action items from conferences documented and shared with parents/guardians

Special Education Communications

In accordance with IDEA and Pennsylvania Chapter 14 regulations, parents/guardians of students with IEPs or 504 plans will receive:

- Regular progress reports on IEP goals (minimum quarterly)
- Invitations to all meetings regarding their child's educational program
- Prior written notice of any proposed changes to their child's educational program
- Notification of procedural safeguards

Language Access

In compliance with Title VI of the Civil Rights Act and Pennsylvania School Code §15-1511, KIPP Philadelphia will:

- Provide translation and interpretation services for parents/guardians with limited English proficiency
- Ensure vital documents are available in major languages spoken by the school community
- Provide qualified interpreters for meetings upon request

Emergency Communications

Immediate Notification

Parents/guardians will be notified immediately in case of:

- School emergencies or lockdowns
- Unexpected school closures
- Serious student illness or injury

Contact Information

Parents/guardians must provide updated emergency contact information at the beginning of each school year and whenever changes occur.

Parent Complaints & Concerns Process

Any individual or group may bring complaints or concerns to the School Leader of any KIPP Philadelphia school site for any reason including, but not limited to, alleged violations of Pennsylvania state and/or federal law. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. All parents/guardians are provided with the cell phone number of their child's teacher, School Leader, and Assistant Principal. Parents are encouraged to make direct contact with one of these people if and when an issue arises. It is the expectation that all calls are returned within 24 hours.

For more day-to-day concerns, at each KIPP Philadelphia site, Assistant Principals and School

Leaders will be consistently available – all parents will receive their cell phone numbers – to address parent questions and concerns. It is well understood that oftentimes parents have as big an adjustment period to KIPP workings as do their children and every effort is made to inform, address, and alleviate parents' questions and concerns.

If after presentation of the complaint to the School Leader, the individual or group determines that the School Leader has not adequately addressed the complaint, such complaints or concerns are to be submitted to the CEO. If after presentation of the complaint to the CEO, the individual or group determines that the CEO has not adequately addressed the complaint, such complaints or concerns are to be submitted to the Board of Trustees at least one week prior to the next board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as needed basis. The Board shall respond at or prior to the next regular public meeting of the Board of Trustees. The Board, as necessary, shall direct the School Leader or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School District of Philadelphia, which shall investigate and respond. If, after presentation to the School District of Philadelphia, the individual or group determines that the School District of Philadelphia has not adequately addressed the complaint, they may present the complaint to the Pennsylvania Department of Education, which shall investigate and respond. The School District of Philadelphia and the Pennsylvania Department of Education shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of the school to effectuate the provisions applicable under the Pennsylvania Charter School law (Act 22).

Communication Chain

Parents/guardians with complaints or concerns should follow this sequence:

6. **First:** Contact the teacher or staff member most directly involved
7. **Second:** If unresolved, contact a school administrator
8. **Third:** if unresolved, submit issue to the CEO
9. **Fourth:** If unresolved, submit issue to the Board of Trustees
10. **Fifth:** If unresolved, submit issue to the School District of Philadelphia

Mediation

For complex situations, a neutral third party may facilitate communication between home and school.

Section 11: Legal Notices and Compliance

FERPA Rights

KIPP Philadelphia is committed to protecting the privacy of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable Pennsylvania state regulations.

Understanding FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Parent and Eligible Student Rights

FERPA gives parents and eligible students (students who are 18 years of age or older or who attend a postsecondary institution) certain rights with respect to education records:

- Right to Inspect and Review: Parents and eligible students have the right to inspect and review the student's education records maintained by the school
- Request Timeline: KIPP Philadelphia will comply with requests to access records within 45 days of receiving the request
- Right to Request Amendment: Parents and eligible students have the right to request that a school correct records they believe to be inaccurate or misleading
- Right to Consent to Disclosure: Schools must have written permission from the parent or eligible student to release any information from a student's education record, with certain exceptions as permitted by FERPA

Directory Information

Schools may disclose, without consent, "directory information" such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must inform parents and eligible students about directory information and allow them a reasonable amount of time to request that the school not disclose directory information about them.

Filing a Complaint

Parents and eligible students who believe their rights under FERPA have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Complaints must be submitted within 180 days of the date of the alleged violation or of the date the parent or eligible student knew or reasonably should have known of the alleged violation.

Title IX Compliance

This section outlines KIPP Philadelphia's commitment to maintaining an educational environment free from discrimination based on sex, as required by Title IX of the Education Amendments of 1972 and Pennsylvania state law.

Policy Statement

KIPP Philadelphia prohibits discrimination on the basis of sex, including sexual harassment, sexual violence, gender-based harassment, and retaliation in all educational programs and activities. This policy applies to all students, staff, and third parties participating in school programs or activities.

Title IX Coordinator

The school has designated a Title IX Coordinator responsible for overseeing compliance with Title IX regulations. The Coordinator's responsibilities include:

- Coordinating the school's response to all complaints involving potential sex discrimination
- Providing information about the Title IX grievance process to students, parents, and staff
- Monitoring outcomes of complaints and identifying patterns
- Coordinating training for staff and students on Title IX compliance
- Maintaining documentation of all Title IX complaints and resolutions

Prohibited Conduct

The following conduct is prohibited under this policy:

- Sexual harassment: Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity
- Sexual assault: Any sexual act directed against another person without consent
- Dating violence: Violence committed by a person who is or has been in a romantic or intimate relationship with the victim
- Domestic violence: Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner
- Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety
- Retaliation: Actions taken against individuals who report or participate in an investigation of sexual misconduct

Reporting Procedures

Any person may report sex discrimination, including sexual harassment, regardless of whether they are the alleged victim. Reports can be made:

- In person to the Title IX Coordinator, principal, or any school employee
- By mail, telephone, or email to the Title IX Coordinator
- Using the anonymous reporting system available on the school website

Investigation Process

All investigations will:

- Ensure equal opportunity for both parties to present witnesses and evidence
- Not restrict either party's ability to discuss the allegations or gather evidence
- Provide parties with the same opportunities to have others present during meetings
- Provide written notice of the date, time, participants, purpose, and location of all hearings, interviews, or meetings
- Ensure the burden of proof remains on the school, not the parties

Supportive Measures

Available supportive measures may include:

- Counseling services
- Extensions of deadlines or other course-related adjustments
- Modifications of work or class schedules
- Mutual restrictions on contact between parties
- Changes in work or housing locations
- Increased security and monitoring

Safe2Say Program Integration

KIPP Philadelphia participates in Pennsylvania's Safe2Say Program, which provides anonymous reporting mechanisms for unsafe, dangerous, violent, or criminal activities in schools.

Reporting Channels:

- Safe2Say mobile app
- Safe2Say website
- Safe2Say telephone hotline: 1-844-SAF-2SAY (1-844-723-2729)

Non-Discrimination Notice

KIPP Philadelphia does not discriminate in education programs, activities, or employment practices based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity or expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classifications.

KIPP Philadelphia is committed to providing equal educational opportunities and maintaining a safe, inclusive learning environment for all students, staff, and families. Any individual who believes they have been subjected to discrimination may file a complaint by contacting:

KIPP Philadelphia Regional Office
5070 Parkside Avenue #3500d
Philadelphia, PA 19131
Phone: (215) 294-8596

Section 12: Annual Notifications

KIPP Philadelphia is required by federal and state law to provide the following annual notifications to students, parents, and guardians. These notices inform families of their rights and the school's obligations under various educational laws and regulations.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records:

- **Right to Inspect and Review:** Parents and eligible students have the right to inspect and review the student's education records within 45 days after the school receives a request for access
- **Right to Request Amendment:** Parents and eligible students have the right to request amendment of education records that they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA
- **Right to Consent:** Parents and eligible students have 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

KIPP Philadelphia has designated the following information as directory information that may be disclosed without prior written consent:

- Student's name
- Address
- Telephone listing
- Electronic mail (email) address
- Photograph
- Date and place of birth
- Grade level
- Dates of enrollment
- Most recent school attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

If you do not want KIPP Philadelphia to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing by October 1 of each school year.

McKinney-Vento Act – Education for Homeless Children and Youth

Under the McKinney-Vento Act, children and youth who are homeless (21 years of age and younger) are defined as those who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (sometimes referred to as "doubled-up")
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals or awaiting foster care placement
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless under the above circumstances

Homeless students are entitled to:

- Immediate enrollment: School participation, even if educational and medical records and proof of residency are not available
- Educational stability: Right to remain in their school of origin or enroll in the school where they are currently residing
- Equal access: All educational opportunities and related services available to other students
- Transportation services: To and from the school of origin

The liaison for homeless children and youth at KIPP Philadelphia is the school social worker or principal designee. For more information, contact your school's main office.

Child Find Notice – Special Education Services

KIPP Philadelphia must establish and implement procedures to identify, locate, and evaluate all students enrolled in KIPP Philadelphia Charter Schools who need special education programs and services because of their disability. Please refer to KIPP Philadelphia's Child Find Notice and Child Find Policy.

The confidentiality of any personally identifiable information is protected according to federal and state laws. KIPP Philadelphia will not disclose any personally identifiable information about children with disabilities or their families without proper consent.

If you believe your child may need special education services or if you have questions about Child Find procedures, contact:

Tara Sealy, Managing Director, Student Supports

Email: tsealy@kippphiladelphia.org

Phone: (215) 294-8596

Bullying, Harassment, and Discrimination Reporting

Students, parents, guardians, and community members may report concerns about bullying, harassment, and discrimination through:

- Online reporting form: Available on the school website
- Phone: Safe2Say Program at 1-844-SAF2SAY (723-2729)
- In-person: To any school staff member, including teachers, counselors, administrators, or coaches
- Email: Direct contact with school administration

All reports alleging bullying, harassment, or discrimination will be investigated regardless of how the complaint was received. School-based investigations will be completed within 7 school days, and parents will be notified of the outcome in writing.

Language Access Rights

Parents and guardians have the right to communications and information from the school in their preferred language. Services include:

- Interpretation: For phone calls and meetings with school staff
- Translation: Of written communications into the family's preferred language
- Language Line services: Available for immediate interpretation needs

Schools must record a parent's or guardian's preferred language and provide information about language access rights and available resources.

Mandated Reporting – Child Abuse and Neglect

All KIPP Philadelphia personnel are mandated reporters of suspected child abuse and neglect. School staff are required to make reports when they have reasonable cause to suspect child abuse under any of the following circumstances:

- Contact with the child through work or regularly scheduled programs
- Direct responsibility for the child's care, supervision, guidance, or training
- Receipt of a specific disclosure where the child is identifiable
- Disclosure by a person 14 years or older that they have committed child abuse

Reports are made in accordance with Pennsylvania law and KIPP Philadelphia policy. The school will provide appropriate support services to students and families as needed while maintaining required confidentiality.

Military Recruiter Access

Under federal law, KIPP Philadelphia must provide military recruiters with student names, addresses, and telephone listings upon request, unless parents have notified the school that they do not want their student's information disclosed without prior written consent.

Parents who do not want their student's information disclosed to military recruiters must notify the school in writing using the opt-out form provided annually.

Health and Immunization Requirements

All students must have a certificate of immunization at the time of registration or no later than the first day of school. Required immunizations are determined by Pennsylvania Department of Health requirements.

The only exemptions to immunization requirements are (which must be in writing)

- Medical exemptions: Certified by the child's physician for medical contraindications
- Religious exemptions: For families whose religious beliefs oppose immunization
- Moral/ethical exemptions: For strongly held convictions similar to religious beliefs

The school provides basic health services and maintains health records in accordance with state requirements. Parents must be notified of any changes to their child's health status during school hours.

Technology and Internet Use

All students and families must review and acknowledge the school's Acceptable Use Policy for technology and internet access. This policy governs:

- Appropriate use of school technology resources
- Internet safety and digital citizenship
- Consequences for misuse of technology
- Privacy expectations regarding electronic communications

Parents will be notified if their child violates the Acceptable Use Policy, and repeated violations may result in loss of technology privileges and disciplinary action.

Contact Information

KIPP Philadelphia Regional Office
5070 Parkside Avenue #3500d
Philadelphia, PA 19131

Phone: (215) 294-8596

Office Hours: Monday-Friday, 9:00 AM - 5:00 PM

Emergency Reporting:

- 911 for immediate emergencies
- Safe2Say Program: 1-844-SAF-2SAY (723-2729)