



# Family Handbook

## 2018-19

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# **1. About Khan Lab School**

## **1.1 Overview**

Khan Lab School (KLS) was founded in 2014 to develop new, personalized practices that center around the student. We believe that young people are capable of far more than society currently recognizes, and we create and test learning experiences to share with the world.

In keeping with Sal Khan's *One World Schoolhouse* philosophy, KLS is an extended-year, extended-day, mixed-age program with a collaborative, project-based learning approach. Students are grouped into Independence Levels, which are based on work habits and executive function skills as opposed to traditional age restrictions. Our academic experience is coordinated by a team of Advisors, Content Specialists, and Associate Teachers who guide students through gradually increasing levels of independence. The families who attend KLS are committed to pioneering a new model of education.

*"Today's traditional education model—which has been in place since the dawn of the Industrial Revolution—no longer optimally prepares children to meaningfully contribute to a world that values self-motivation and creativity over compliance. In the 21<sup>st</sup> century, schools need to empower students to develop independent thought, entrepreneurship, self-direction, and collaborative capabilities. Schools also need to teach new core skills, such as digital literacy and computer science, that did not exist when the current school model was designed."* –Sal Khan

## **1.2 Mission Statement**

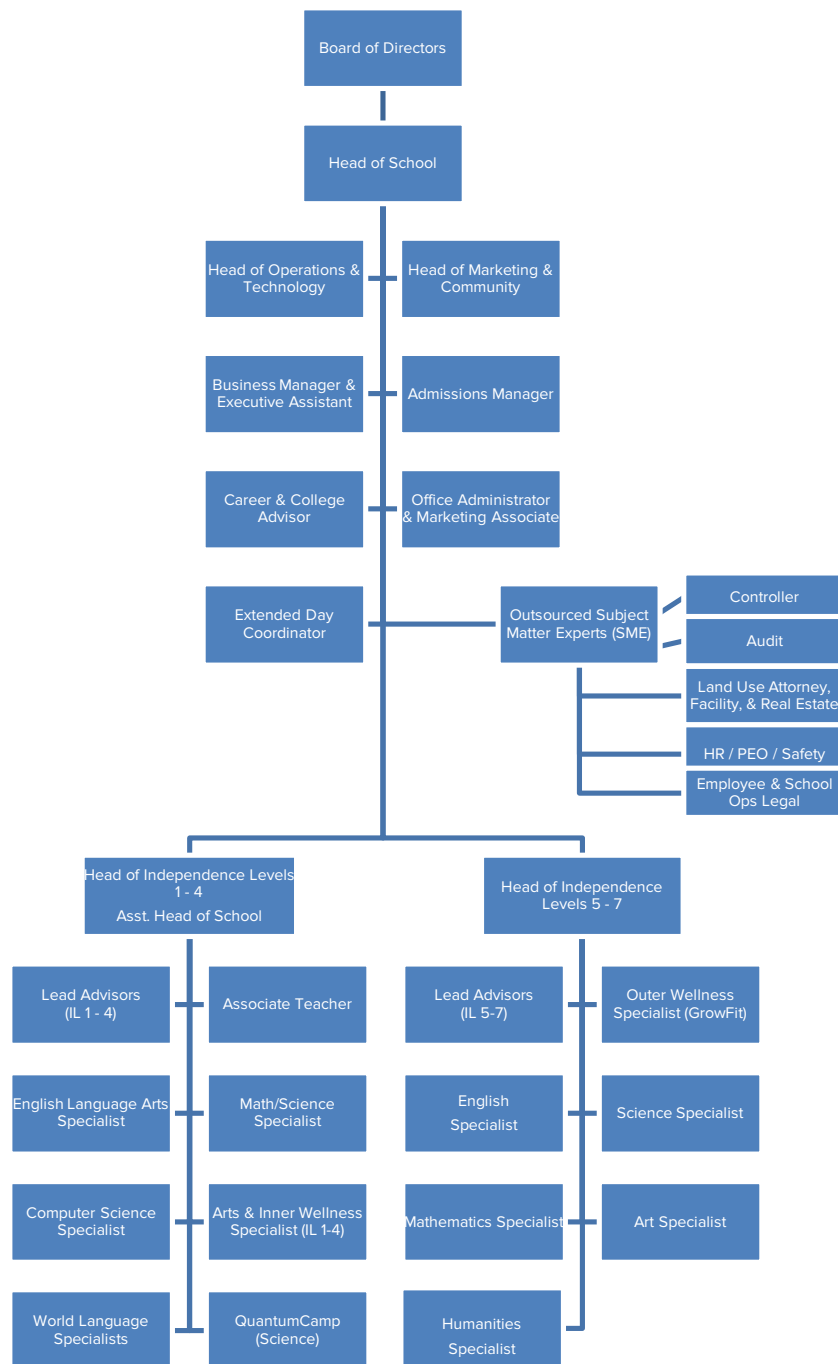
*"Developing fully empowered future citizens by pioneering models that put the learner at the center of the education experience."*

## **1.3 Board of Directors**

KLS is a nonprofit organization and is governed by a self-perpetuating Board of Directors. The bylaws are available for review at the school's front desk upon request. The Board of Directors is responsible for the financial welfare of the school as well as its strategic planning. Please refer to our website for the current list of Board members and committees.

The Executive Director of KLS is the President and a voting member of the Board. The Executive Director is appointed by the Board and has full operational control of KLS. The Executive Director is assisted by the Senior Leadership Team (SLT), which comprises the school's Division Heads.

## 1.4 Organizational Structure



## **2. Admissions & Enrollment**

### **2.1 Enrollment Information**

Please refer to Ravenna, our admissions website, for details about the Admissions process and deadlines:  
<https://www.ravenna-hub.com/schools/42451>.

Admissions applications for the current or following school year may be considered at any time. Priority is given to siblings of students already enrolled at KLS, but KLS does not guarantee that siblings will be admitted.

### **2.2 Required School Registration Documents**

Once a child is admitted to the school, his/her parents must provide a number of documents prior to starting at KLS. The school reserves the right to delay class attendance until the following documents are received:

- Student Contact, Health & Emergency Form
- Medication Form
- Field Trip Authorization and Driver Information
- Acceptable Use Agreement Form
- Independent Transportation
- Immunization Records
- Report of Health Examination for School Entry
- TB Risk Assessment for School Entry
- Request for Cumulative Health and Confidential Records
- Food Allergy and Anaphylaxis Emergency Care Plan (if applicable)
- Proof of Student Birth/Age

### **2.3 Termination**

KLS reserves the right to terminate any child's enrollment before, during, or after the school year if, in our sole discretion KLS determines that:

- KLS cannot meet the needs of the child or the child's family, or
- The behavior of the child or the child's family endangers the well-being or interferes with the educational experience of the child or other children, or
- The child or the child's family interferes with the school's operations or the school's vision

If KLS terminates a child's enrollment pursuant to this section, KLS will refund a portion of the child's tuition corresponding to the remaining portion of the school year commencing on the date the child's enrollment is terminated.

#### **2.3.1 Records Transfer**

Requests for transcripts or records transfers to other schools or organizations must be made as early as possible, but at a minimum 3 weeks prior to any prescribed deadline.

## **2.4 School Tuition and Fees**

Tuition and fees for the following school year are set by the Board of Directors. Please refer to our enrollment website (<https://khanlabschool.openapply.com>) for details about our tuition policies and fees.

The Tuition Management website collects all fees related to tuition and is an independent institution that assesses financial needs for Khan Lab School. It is at the discretion of the Financial Aid Committee whether the suggested Assessed Need can be granted or not.

## **2.5 Student Visitors and Short-Term Enrollments**

KLS welcomes student visitors for the purpose of experiencing the school environment and educational program. In order to minimize disruption to regular classes, the following conditions will be applied to student visitor requests:

- Request for visits (up to two days) must be submitted to [admissions@khanlabschool.org](mailto:admissions@khanlabschool.org) at least one week in advance, and visitors should not plan to come to KLS until they have received official approval;
- Students who attend KLS for purposes of potential enrollment (Shadow Days) will not be charged. A completed Admission Application form and Student Visitor Form must be on file for any such student. The length of the observation period will be determined by the Division Heads on a case-by-case basis;
- Short-term enrollments are for students who audit classes for a temporary period. The minimum length is one month. Tuition is prorated and all applicable fees are included;
- All student visitors, short-term enrollments, and Shadow Day students must check in at the front desk prior to entering the school;
- Emergency and Visiting Student forms must be completed before attending the school;
- Students enrolled for short-term enrollment must have all required forms and documentation.

## **3. Inclusion Policy**

### **3.1 Philosophy**

#### **3.1.1 Philosophy Statement**

KLS believes that all students possess their own set of unique skills and abilities. Our goal is to provide meaningful learning experiences for all students who work to meet their individual strengths and challenges. Our school is shaped by the KLS Learning Design, which ensures that what a student learns, how s/he learns it, and how the student demonstrates what s/he has learned is personalized to that student's Independence Level. Whenever possible, the education experience is customized to the student's academic path and pace. KLS emphasizes global citizenship as part of our Graduate Profile, and we believe students need to have a global lens and empathy across cultures.

#### **3.1.2 Principles and Understandings**

- Our Graduate Profile emphasizes conscientiousness, collaboration across cultures, and multilingualism. Individual differences and diversity are seen as a means to enrich learning.
- Knowledge and consideration of students' strengths, learning styles/modalities, and capabilities are important in ensuring students' access to the curriculum.

- Special educational needs may range from students with talents and gifts in certain areas to students with severe learning barriers.
- Differentiation promotes an environment in which each student comes to understand, own, and value his or her capacity as a learner.
- Student assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning.

### 3.1.3 U.S. Law as it pertains to KLS

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 are major federal legislative acts that are designed to protect the civil rights of individuals with disabilities. The intent of these two laws is to prevent any form of discrimination against individuals with disabilities who are otherwise qualified. Section 504 applies to entities that receive federal funds. KLS fully complies with ADA and strives to meet the requirements of Section 504 even though KLS does not receive federal funds.

The Individuals with Disabilities Education Act (IDEA) is the federal law that guarantees the right of public school students to attend school and access the regular education curriculum in their school. IDEA guarantees children the right to a public education, not a private one. IDEA requires school districts to identify all children with disabilities, regardless of whether they attend public or private schools. KLS works with local school districts and outside specialists for consultation and review of services as appropriate.

### 3.1.4 Differentiation, Accommodation, and Modification

Differentiation at KLS is defined by differentiating the content\*, process, or product according to student readiness, interest, and learning profile. This applies to all students at the teacher's discretion. Independence Level, student agency, mixed-aged peer learning, and flexible grouping are examples of differentiation.

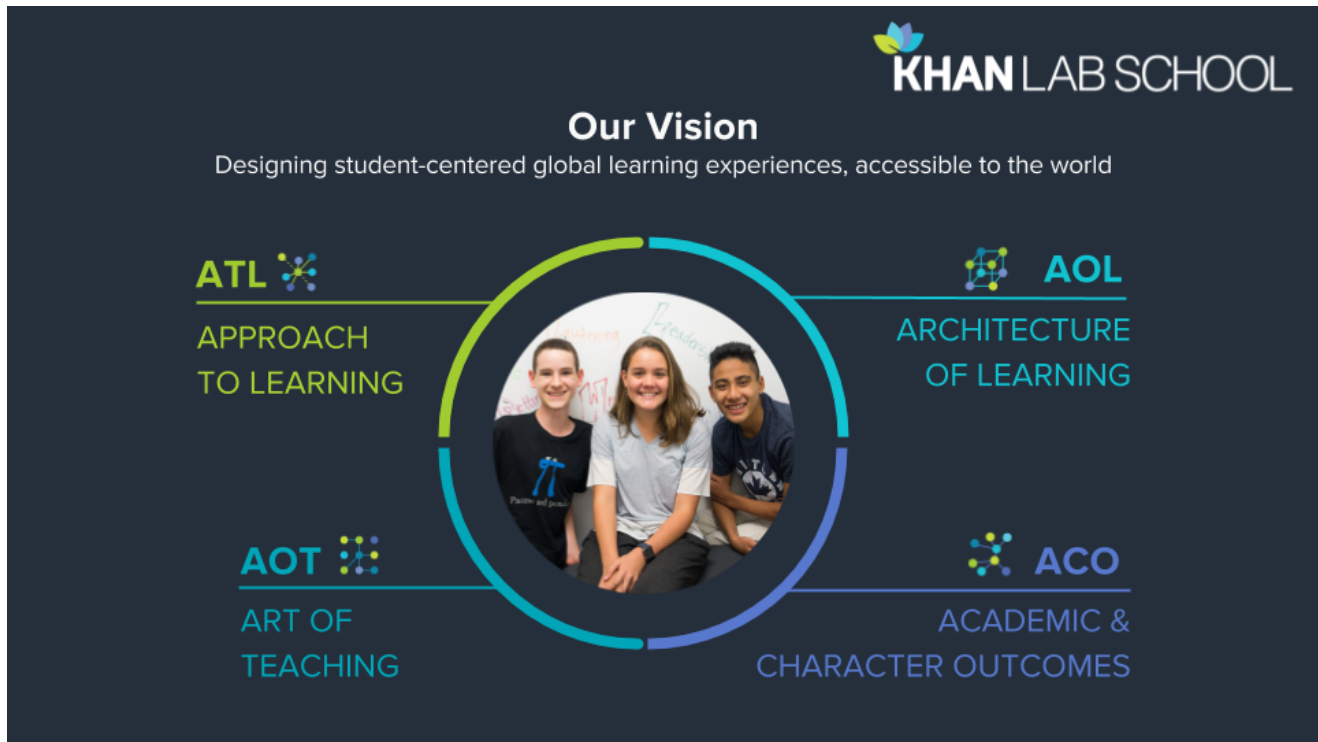
Accommodation at KLS is defined by changes in the way students are expected to learn. Accommodations provide a means to access the curriculum. Students who regularly require accommodations for success across disciplines need to be documented through the Student Support Process. Sustained accommodations on summative assessments will only be available to students who have a diagnosed special need supported by sufficient documentation from a recognized professional in the field. A scribe, a calculator, extra time for assessments, and resources in audio format are examples of accommodations.

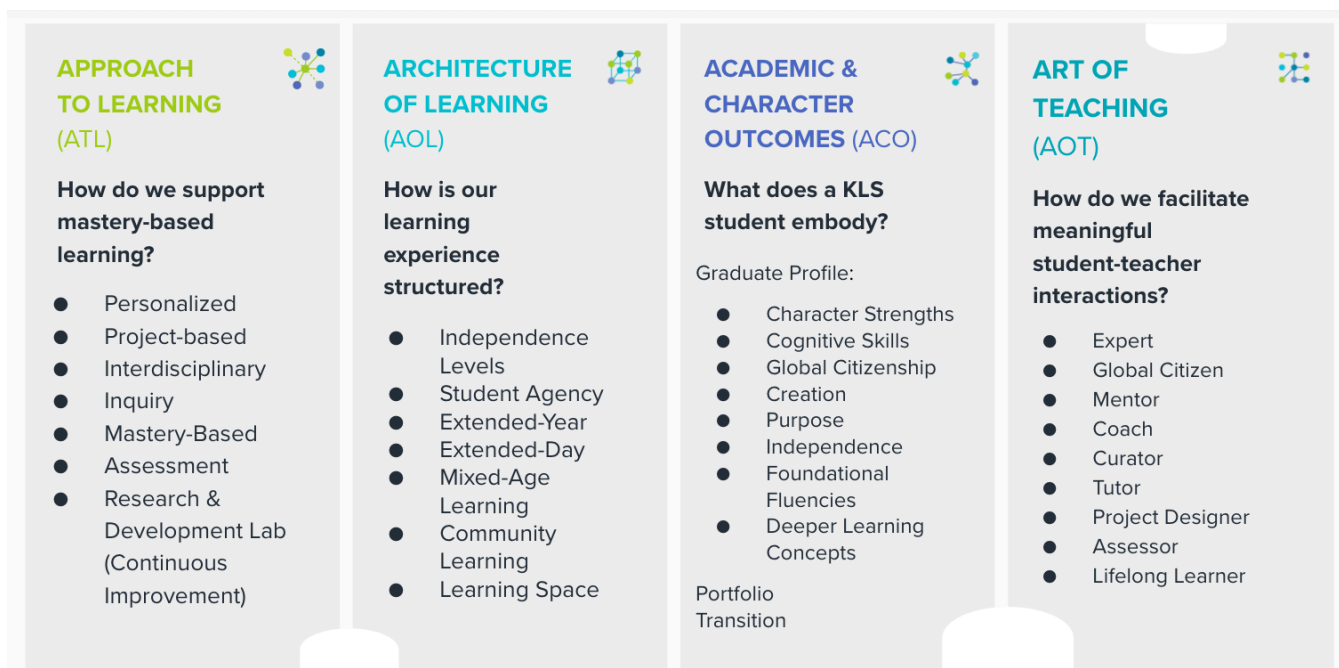
Modification at KLS is defined by a significant change in the curriculum. A modification is "what" a student is expected to learn. Curriculum is modified to ensure appropriate challenge. Only students who have a diagnosed special need supported by sufficient documentation from a recognized professional in the field are eligible for modifications. An example of a modification is often related to development. In some cases, it would not be appropriate to teach a student long vowel patterns when they have not yet grasped initial and ending consonants. Teaching long division prior to a working understanding of multiplication would not be logical. Modification is far beyond the scope of differentiation.

*\*Differentiation of content would be students following their own personal inquiries and pace. Some students may investigate one aspect of a topic while other students investigate a different aspect of that same topic.*

#### 4. Vision & Academic Information

The **KLS Learning Design** is the basis for all the work we do as educators.





## 4.1 Approach to Learning (ATL)

### 4.1.1 Approach to Content

**Personalized.** Each student's education is developed and shaped by the student, working with our team. Whenever possible, the education experience is customized to the student's academic path and pace. We leverage blended learning as an important tool in an effective personalized strategy.

### 4.1.2 Approach to Context

**Project-Based.** Project-based learning is fundamental to the Lab School experience. Students learn best when their school experiences have context and are connected to students' lives and global affairs. PBL involves real-life, augmented and virtual contexts. We aim for students to spend half their time at KLS learning through projects, often of their own design informed by their Independence Level. All projects are interdisciplinary and connect to goals within the Graduate Profile (character strengths, cognitive skills, global citizenship, creation, purpose, independence, foundational fluencies & deeper learning concepts).

### 4.1.3 Approach to Concepts

**Inquiry.** Meaningful inquiry gives direction to student projects. Concepts, "the big ideas," are explored through inquiry arcs. The inquiry connects knowledge from core skills to context and concepts. Inquiries are geared toward solving real world problems. Students will develop the skills to create meaningful inquiries themselves.

**Mastery-Based.** Learning and advancing through our curriculum happens when each student has fully mastered target objectives, concepts, and skills. In most schools, time spent learning is constant while the quality and level of content mastery varies. At KLS, the opposite is true: learning time is variable— but the quality and level of mastery for all students is constant.

#### 4.1.4 Approach to Continuous Improvement

**Assessment.** The approach to learning is informed by diagnostic, formative and summative assessment, goal tracking, frequent one-on-one conferences with teachers, and review of data from online tools. Qualitative and quantitative assessment data is shared with students and parents on an ongoing basis and during student-led parent-teacher conferences.

**Research and Development Lab.** As a lab school, we monitor existing and new findings in education research and learning science to inform our programmatic choices. We continuously reflect on our successes and challenges, student outcomes, and stakeholder feedback. And we commit to agile iteration to improve our program and share our learning broadly.

## 4.2 Architecture of Learning (AOL)

### 4.2.1 Independence Levels

Rather than grouping students by age or academic ability, we group students by level of independence. Students are given as much structure and support as they need to be successful in their academic and character growth.

### 4.2.2 Student Agency

We believe in creating a platform for students to develop their ability to take action, assume responsibility for their behavior in a safe learning environment, and apply all this in unfamiliar situations. To support the development of student agency, students learn how to set meaningful goals and hold themselves accountable for their learning and personal development. Students own their learning and have a voice in their school experience.

### 4.2.3 Extended Year, Extended Day

We provide a substantive learning environment for an extended day and year schedule. We aim to coordinate immersive learning opportunities at KLS during school breaks. Students may find it necessary to work on their goals outside of the school day or space, but we do not assign mandatory daily homework. We believe students need time for family, rest, and interests outside of school.

### 4.2.4 Mixed Age/Peer Learning

Students learn from each other and teach one another. Older students learn how to be teachers to our younger students through regularly scheduled interactions, in which they both give and receive feedback. The mixed age setting is intended to foster collaboration and impactful relationships rather than competition.

### 4.2.5 Community Learning

Students receive mentorship from community members, which prepares them for apprenticeships and internships. Students also learn from the community through guest speakers, field studies, and community

service. Students exhibit their work to a public audience multiple times throughout the year both to give back to the community and learn from their feedback and expertise.

#### 4.2.6 Learning Space

The physical design of KLS supports the tenets of our Learning Design.

### 4.3 Academic & Character Outcomes (ACO)

#### 4.3.1 Graduate Profile

##### Traits of a Graduate

**Character Strengths.** Students practice being conscientious, curious, entrepreneurial, perseverant, self-aware, self-regulated, and socially intelligent.

**Cognitive Skills.** Students develop strong habits of the mind, such as communication, inquiry, analysis and synthesis, diagnosis, innovation, reasoning, and managing complexity.

**Global Citizenship.** Students spend time abroad, collaborate with foreign counterparts, and learn to communicate in another language. Our world is increasingly interconnected – our students need to have a global lens and empathy across cultures.

**Creation.** Students build their creative confidence to develop ideas and solutions through design thinking, engineering, leadership, and through the expression of artistic and emotional beauty.

**Purpose.** Students explore and develop a talent or passion during their years at KLS, which will be highlighted in their portfolio.

**Independence.** Students develop the capacity to set, meet, and hold themselves accountable for meaningful goals on their own.

##### Foundational Fluencies & Deeper Learning Concepts

Students achieve fluency in reading, writing, math, world languages, computing, and digital literacy. They are also exposed to deeper learning concepts in wellness, integrated arts, integrated science, civics, physics, chemistry, biology, finance, global societies, economics, and statistics.

#### 4.3.2 Portfolio

While at KLS, students build a portfolio of work that displays mastery across academic and non-academic domains, from core skills to global citizenship, sciences, arts, and beyond.

#### 4.3.3 Transitions

Students who meet the requirements of our graduate profile are fully prepared to achieve success and significance in college, career, and life.

### 4.4 Art of Teaching (AOT)

#### 4.4.1 Professional Role of the Team Member at KLS

**Expert.** Team members have expertise in a particular field of education or discipline and engage in professional development to remain at or reach the top of their field.

**Global Citizen.** Team members bring global experience to their work and embrace the perspectives of others.

**Mentor.** Team members guide student and team member learning and growth. As mentors, teachers meet 1-on-1 for regular goal-setting, monitoring, and support check-ins. Team members challenge and inspire students, and each other, by providing consistent, constructive feedback.

**Curator.** Team members gather and synthesize content, context, and concepts for learning.

**Tutor.** Team members offer 1-on-1 and small group mini-lessons to deepen conceptual understanding.

**Project Designer.** Team members create high quality and innovative projects for contextualized learning, in collaboration with colleagues and students.

**Assessor.** Team members review student work and progress and use data to assess students' independence and to gauge progress on mastery of content.

**R&D.** Team members adopt and develop best practices, contributing their own learnings and best practices to the larger education community.

**Lifelong Learner.** Team members are role models who exemplify lifelong curiosity and exploration.

#### 4.4.2 Traits of a KLS Team Member

**Personality.** We are compassionate, dedicated, entrepreneurial individuals and embody the growth mindset we strive to instill in our students. We are flexible and willing to adapt to change, while maintaining focus. We embody confidence with humility.

**Mindset.** We are inspired by our mission and bring that enthusiasm to work every day. We live and work with highest integrity and accountability for our actions. We establish a healthy learning culture and optimize the capabilities of each individual, while ensuring a work-life balance.

**Actions.** We engage in open, honest feedback. We challenge the status quo and take intellectual risks. We empower the individual while fostering collaboration. We reflect on our efficacy and strive to continuously adapt and improve.

### 4.5 Independence Level Assignment Policy

Every student is assigned to an Independence Level, which they can expect to be part of for one to three years. There are six Independence Levels for students ages 5 to 16+. Students new to KLS will be placed in a group with the majority of their same-age peers for a two-week trial period, or they will be placed based on a diagnostic

assessment. September Independence Level assignments are made just prior to the start of the school year and communicated via email.

It is the responsibility of the Lead Advisor to prepare students for the next level of independence.

It is the responsibility of the student to advocate for his/her own promotion. Students who feel they are ready for the next level of independence are expected to initiate discussion with their Advisor.

Students who have mastered a majority (at minimum, all but three) of the habits and skills at their Independence Level will be recommended for promotion at the next transition point. If the Advisor evaluates that the student is ready for more independence, s/he will inform the student's parents as necessary and take their feedback into account in making a final decision about promotion.

The final determination of all student assignments (and subsequent reassignments) shall be at the sole discretion of the Division Heads in consultation with the teaching team (Advisors and Content Specialists). In order to be fair to all, parent requests for student Independence Levels assignments will not be accepted. Advisors take into account the student's ability to handle greater independence, and in some cases the student's emotional maturity. Advisor preference, parent interest, and friend groups are not compelling reasons for promotion or retention.

KLS reserves the right to transition a child to a different Independence Level up to twice each school year: once in March, after Term 3, and once in September, after Term 5. Students and parents will receive a formal letter from KLS acknowledging the promotion prior to the transition date.

## 4.6 World Language Options & Enrollment

Currently, we offer Spanish, French, and Mandarin. Please note, due to the complexity of the schedule and our language acquisition strategy, we are only allowing students to switch world languages once they transition into Independence Level 5 and later on into Upper School; however, we will allow students to opt out if they are enrolled in an Extended Day world language offering at KLS, if offered with the same allocated hours.

## 4.7 Daily Schedule

For clarity, a sample daily schedule is presented below. Specific daily and weekly schedules are dependent on Independence Level and are subject to change. Note that our core school day is from 9:00 a.m. to 4:00 p.m.

<b>8:30 – 9:00 a.m.</b>	Flexible Drop-Off & Goal Time
<b>9:00 a.m. – Noon</b>	Advisory, Personalized Learning, Seminars, One-on-Ones, Inner/Outer Wellness, World Language Instruction
<b>Noon – 12:45 p.m.</b>	Lunch & Free Play
<b>12:45 – 1:00 p.m.</b>	Advisory
<b>1:00 – 2:00 p.m.</b>	Advisory, Personalized Learning, Seminars, One-on-Ones, Inner/Outer Wellness
<b>2:00 – 4:00 p.m.</b>	Studio Time, Arts, Sciences (Project-Based Learning)
<b>4:00 – 6:00 p.m.</b>	Extended Day (Goal Time & Seminar Sessions)

Due to weekly planning meetings for the entire team each Friday, our enrichment program during that time is run by our outsourced hands-on Science program and our outsourced Outer Wellness provider.

## 4.8 Extended Day (4:00 – 6:00 p.m.)



Please refer to the weekly KLS Insider email newsletter for information and announcements about Extended Day activities. Email [extendedday@khanlabschool.org](mailto:extendedday@khanlabschool.org) with any inquiries.

Extended Day is an opportunity for students to have additional time to work on meeting their personal and project goals, since KLS does not assign homework on top of these goals. Supervising teachers offer advice and strategies for the completion of assignments. Students are supported during Extended Day in finding quiet or collaborative work spaces.

In addition, KLS strives to offer a variety of Extended Day activities to expand student horizons. In the past, these have included courses related to robotics, cartooning, world language, arts, and sports. The programs are offered according to teacher expertise/availability and student interest level. Some programs are outsourced using local organizations, and some Extended Day activities are even led by KLS students (with an adult sponsor).

Should parents want to have private tutoring, please note that KLS faculty members are not permitted to give paid private tutoring or childcare to any student who is enrolled in their Independence Level or to any family member of such student without permission from the Division Heads.

Extended Day supervision and a number of activities are included in the tuition if hosted by a KLS employee. Outsourced programs are offered on a semester enrollment basis and are subject to a fee. Additionally, there will be trial classes, which also will be offered at cost. KLS families will receive information from the Extended Day Coordinator throughout the year regarding new Extended Day offerings, fees, enrollment, and schedules.

## **5. Student Welfare, Health, & Safety**

### **5.1 Emergency Plan**

We take your child's health and safety very seriously. We have a comprehensive emergency disaster plan that includes the most updated recommendations from FEMA and local emergency agencies (please email [operations@khanlabschool.org](mailto:operations@khanlabschool.org) if you would like to view a copy). Our team practices emergency drills with students monthly, including fire, earthquake, shelter-in-place, and evacuation drills.

A clear disaster route is posted by the exit doors. If deemed necessary, the Head of School may elect to close the program for the remainder of the day (or longer) should the facility sustain damage.

In the event of a major disaster, no student will be dismissed from school unless a parent (or an individual the parent has previously designated) comes for him/her. KLS utilizes a secure alert system that will send a text, email, and phone call to each parent or guardian in case of an emergency.

We are prepared to care for your students in times of critical circumstances. If you are unable to reach the school, we will handle the communication with local emergency services.

We ask for your help in the following respects:

- Pay attention to the secure alert messaging and follow those directions closely.
- If requested, as soon as possible, come to school to pick up your child(ren) and any others for whom you are a designated emergency contact.
- Park on the streets. Leave the driveway and parking areas clear for emergency vehicles.

- Unless we have been forced to evacuate the site because of unsafe conditions, your child(ren) will be at school. Our emergency relocation site, if needed, will be posted at the school.
- Report to the student release area to obtain an authorization slip for the release of your child(ren).
- Be sure to instruct your child(ren) to follow and trust the directions of school personnel in cases of severe emergency.
- Turn on your radio or television to obtain the latest information.

## **5.2 Parking, Traffic, Drop-Off, & Pick-Up Policy**

The Parking and Traffic Policy at KLS is based primarily on requirements and conditions set forth by the City of Mountain View. The city-imposed traffic regulations cover the areas of 1) traffic volume and speed; 2) parking; and 3) speed monitoring.

The school's use permit is subject to annual review by the City of Mountain View. It is among the requirements of this use permit that all parents and adult students must agree to abide by KLS's Parking and Traffic Policy as a condition of their enrollment at KLS. Please follow these guidelines to ensure an orderly flow of traffic and a positive relationship with our neighbors:

### **5.2.1 Carpooling**

All parents who must drive to the campus on a regular basis to drop off or pick up their children shall, whenever possible, participate in carpools.

### **5.2.2 Parking**

Parking is available in the school's parking lot. KLS parents should not park on Villa Street.

### **5.2.3 Drop-Off Procedure**

Student drop-off is between 8:30 and 9:00 a.m. To encourage student independence, and to make the beginning and end of the school day smoother for our larger student body, students should be dropped off and picked up without drivers exiting their vehicles. Upon their arrival – no matter what time of day - students will sign themselves in on the iPad kiosks TavTrac app, our student attendance tool, to reflect an accurate time stamp for check-in and check-out in the attendance system.

At any given time, please make sure a staff member is present before leaving your child.

Doors will be locked from 9:00 a.m. until 3:30 p.m. and after 6:00 p.m. Parents must pick students up unless independent transport has been pre-approved or other people have been added to the Emergency Contacts list as authorized to pick up. All tardies will be tracked and followed-up by the Lead Advisors, or Division Heads.

Please note that Independent Transportation is only valid for check-in prior to 9:00 a.m. and for release after 4:00 p.m. Any mid-day exceptions (i.e. any arrival after 9:00 a.m. or departure prior to 4:00 p.m.) must be communicated to via TavTrac Parent App, or [attendance@khanlabschool.org](mailto:attendance@khanlabschool.org). Either the parent must initiate the communication, or if the student does, the parent must be included in the email thread.

### **5.2.4 Pick-Up Procedure**

Students are not allowed to leave with another person, even a relative or babysitter, unless that particular person is listed as an emergency contact or is an authorized pick-up person. All parents or designated parties who arrive to pick up students must be identified in TavTrac account so they may be displayed as permitted to pick up a student. Please inform the school in advance, in writing, if both parents are out of town.

Parents: Please invite people who have permission to pick up your child(ren) to TavTrac so they're included in the attendance system to ensure accurate record-keeping.

**Parents must ensure that their emergency contact information is always up to date.**

Please note that our front lobby space is limited and shared, and thus we highly encourage parents to limit presence in the lobby to those who are awaiting meetings with a KLS team member.

### **5.2.5 Ride-sharing services for kids**

Khan Lab School is not liable for a student's safety after the departure with a ride-sharing service booked by parents/legal guardians. Although some families have used these services Khan Lab School does not specifically endorse them. Students who use such services must have permission via the signed Independent Transportation form.

### **5.2.6 Early Release**

Please notify the school ahead of time using TavTrac (End of Day > Early Dismissal > enter Time and Reason > Save) if you intend to pick up your child before the regular school day ends at 4:00 p.m. Parents should come in to the lobby to notify the front desk of their arrival and then the student must sign out.

Parents who regularly pick up their student before 4:00 p.m. will be asked to sign an Early Pick-Up Acknowledgement & Release form, in which the KLS learning time lost is quantified and families acknowledge that the student may need to find time outside of the school day to work on completing goals.

### **5.2.7 Extended Day**

Extended Day is included in tuition, except for outsourced seminar-style sessions, and is open to all students. Students participating in the Extended Day program may be picked up between 4:00 – 6:00 p.m. except if they are enrolled in a semester based program with fixed starting and ending times, and must be checked-out by an adult at the front office.

Please honor staff by picking up your children on time.

**Please note that a late fee (\$20 for the first 15 minutes plus \$1 for each additional minute) applies to children who are picked up after 6:00 p.m.**

### **5.2.8 Authorized Release**

Students will only be released to a legal guardian or authorized adult listed on the student's emergency contact and authorized release form. Parents must keep their authorized persons list up-to-date with the school. Each person who picks up students on a regular basis must create an account on TavTrac.

If there are any last-minute changes or exceptions, please confirm authorized adult for pick-up with the front office by emailing [attendance@khanlabschool.org](mailto:attendance@khanlabschool.org) or calling 650-489-0071.

### **5.2.9 Full-day Absences and Extended Absence**

Using the TavTrac Parent App, please submit your student's absence for the same day until 9am in the morning: Start of Day > Absent > select Reason > Save.

For extended absences, when your student will be out of school for more than 3 days, please submit Future Absences in TavTrac: Start of Day > Future Absences > enter Begin Date and End date > select Reason > Save.

Please have your student talk to the IL Advisor to make appropriate plans for catching up on work. For younger students in IL1 thru IL3, please email the Lead Advisor in advance to notify them about this absence so they can make appropriate plans with you and the students.

### **5.2.10 Walk or Bike**

- If students plan to bike or walk to school, parents must give written permission.
- The Independent Transportation waiver includes arrival, late arrival and dismissal.
- Children who bike to school are required by law to wear bicycle helmets, and abide by local traffic laws.
- Bicycle racks are available on campus. Please provide your child with a lock and instruct him or her to use it. The school is not responsible for damage, loss, or theft to bicycles, helmets, or gear.
- Bicycles should not be ridden on campus, but must be walked.

### **5.2.11 Speed Limit**

As a condition for enrollment in KLS, every parent/student agrees to drive under 5 mph in the parking lot when driving to and from the school. A parent or student who exceeds the speed limit will be subject to the following set of escalating consequences.

- A parent or adult student will receive a written warning the first time that school driver has been reported as speeding in the parking lot. (Note: In this document, "speeding" means driving in excess of 5 mph.)
- After receiving a second written warning for speeding, the driver will be required to sign up for an additional traffic-monitoring assignment.
- After receiving a third warning for speeding, the driver will no longer be allowed to use the parking lot during school hours or for special events for the remainder of the school year.
- Any subsequent speeding infraction will result in removal from the KLS program with no refund of tuition.

The speed limit for cars inside the school parking area is 5 ½ mph.

## **5.3 Campus Safety**

The KLS building conforms to all legal requirements and applicable safety standards. The buildings and grounds are inspected regularly. If you notice any unsafe conditions, please bring them to the attention of the school administration.

KLS is proud to be part of the local community. Our school playground, however, is restricted to school-related business from 8:30 a.m. to 6:00 p.m., Monday through Friday, for the safety of our students.

Any person who works or volunteers with our students undergoes a thorough fingerprinted background check (Live Scan, reporting on both California Department of Justice and FBI records). The interview process for our staff, interns, and volunteers includes reference checks and validation of documents.

### **5.3.1 Visitors**

All parents and visitors to the campus must report to the school office, sign in, and wear visitor badges while they are on the grounds. This also includes regular workers under contract to the school.

All staff are responsible for questioning individuals on the school campus whom they don't recognize or who aren't wearing visitor badges. They must report unknown individuals to the office, where the staff will confirm the individual's identity and purpose.

#### **5.3.1.1 Current Parents/Families**

If you would like to visit the school, please contact a teacher ahead of time to find out what will be going on that day and the best way to support the school environment. KLS reserves the right to limit when and how often parents/family members visit the school.

#### **5.3.1.2 Prospective Families**

Families who are interested in sending their children to KLS must schedule a visit by emailing [admissions@khanlabschool.org](mailto:admissions@khanlabschool.org).

#### **5.3.1.3 Other Visitors**

Visitors from the press, educational organizations, and research or funding bodies must schedule a visit by filling out an inquiry form on our website. At this time, we are only able to accommodate a small group of outside visitors in the school at one time.

Visitors are prohibited from using the KLS playground space during school hours, as well; non-KLS individuals utilizing the basketball hoops, picnic tables, garden, etc., will be asked to leave when students are present.

### **5.3.2 External Vendors and Professional Services**

The school may grant external vendors or providers of professional services the right to operate on its campus, either on a regular or occasional basis, under one or more of the following conditions:

- As appropriate, the vendor or provider of professional services makes a significant contribution to the school either in terms of a donation or in-kind service. This will be determined and approved by the school administration at its discretion;

- The vendor or service provider works within the structure of the school's extended program;
- The vendor or service provider contributes something of value that is deemed to be in the interest of the school community and approved by the school board

### **5.3.3 Firearms or Other Weapons**

KLS students are not permitted to brandish, carry, possess, use - or threaten to brandish, carry, possess, or use - firearms, knives, explosives/firecrackers, or any other weapons of any type, including imitation or toy weapons, while on school property or at any school related activity or event, whether on or off campus. Any student in violation of this policy will be subject to disciplinary consequences up to and including immediate separation from KLS. KLS may also inform law enforcement of the student's behavior.

## **5.4 Behavior & Bullying Prevention Policy**

We believe that when we provide an educational environment for all students, employees, volunteers, and families that is free from harassment, intimidation, or bullying, we promote personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. KLS will not tolerate behavior that, in the school's judgment, directly or indirectly threatens or affects the safety or well-being of any student.

### **5.4.1 Social & Emotional Learning (SEL) Curriculum**

Our intention through the Social & Emotional Learning curriculum is to provide students with the tools to solve their own problems, recognize appropriate and inappropriate choices, develop strategies for making good choices, and develop self-discipline.

### **5.4.2 School Rules**

School norms and expectations are developed through collaboration within the KLS community at the start of each school year. Students are expected to uphold these norms throughout the school year and bring them up for review during Community Meetings as needed.

### **5.4.3 Behavior Management**

KLS uses an approach to behavior management that relies on the Responsive Classroom system. This system uses "proactive modeling" and "logical consequences," which focus on individual responsibility and accountability. For example, if a student abuses a material, they may lose the privilege of using it.

### **5.4.4 Extreme Behavior**

Behavior that significantly disrupts normal classroom operation or presents a danger to students, self, or staff will be handled with immediate intervention, and an Incident Report will be filed. Please see section 6.6 of this Handbook for detailed information about the school's Incident Reporting Procedure.

### **5.4.5 Classroom/School Removal**

Students may be removed from the classroom if, in the school's sole discretion, their behavior is inappropriate. Parents may be called to pick up children from school. In such cases, a follow-up parent conference will be scheduled before the child returns to the classroom setting. If a student's inappropriate

behavior cannot be effectively addressed by the school staff after efforts have been made, the student may be removed from the classroom or the school or school may terminate the student's enrollment. See Paragraph 2.3, above.

#### **5.4.6 Bullying**

Bullying means any repeated and pervasive written, verbal, or electronic expression, physical act, or gesture, or such a pattern thereof, as intended to cause distress in one or more students, on the school grounds, at school activities, and/or sanctioned events.

Bullying includes, but is not limited to: harassment, intimidation, or menacing acts of a student, particularly any such act that may (but not always) be based on the student's race, appearance, sex, ethnicity, national origin, religion, disability, or age, that a reasonable person under the circumstances should know will have the effect of:

- Placing a student in reasonable fear of physical harm or damage to the student's property;
- Physically harming a student or damaging the student's property; or
- Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

There is a difference between conflict and bullying. Occasional peer conflict is inevitable, but bullying is not. In a conflict, both sides have equal power to resolve the problem. Bullying involves the intentional, one-sided use of power to control another. Bullying actions may be direct or indirect.

Direct bullying (or identifiable acts of bullying) may include, by way of example:

- Repeated hitting, tripping, shoving, pinching, or excessive tickling;
- Repeated verbal threats, name-calling, racial slurs, or insults;
- Demanding money, property, or the performance of some service;
- Stabbing, choking, burning, or shooting.

*Indirect* bullying may be more difficult to detect and may include, by way of example:

- Repeated rejection, exclusion, or isolation of a student by another student or group of students;
- Repeated humiliation of a student by another student or group of students;
- Repeated manipulation of a student's friends and relationships by another student or group of students;
- Sending hurtful or threatening email, texts, or notes;
- Blackmailing, terrorizing, or proposing dangerous dares;
- Developing a website devoted to taunting, ranking, threatening, or degrading a target, and inviting others to join in posting humiliating notes or messages;
- Using social media, photo sharing, texts or any other media to taunt, rank, threaten or degrade another person or people.

The curriculum KLS implements during morning and afternoon Advisory, as well as whole school Community Meetings, is designed to help students learn about and implement the means to minimize conflicts and eliminate bullying. Accordingly, at the beginning of each school year, the staff reviews the Bullying Prevention Policy and all responsibilities in regard to bullying behavior. A copy of the policy is disseminated each year, and each Independence Level develops a yearly code of conduct.

##### **5.4.6.1 Reporting Intimidation, Harassment or Bullying Behavior**

Students and parents may register verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed, and disciplinary action may be taken.

**Please be aware of the following points with respect to the reporting of intimidation, harassment and bullying:**

- Any student who believes s/he has been the target of harassment, intimidation, or bullying by any student, school employee, or other person with knowledge or belief of such conduct that may constitute harassment, intimidation, or bullying toward a student should immediately report the alleged acts.
- The report may be made to any staff member. The staff member will assist the student in reporting to the appropriate school administrator.
- Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify designated staff members.
- The Head of School, Senior Leadership Team, or a designee is required to accept and investigate all reports of intimidation, harassment, or bullying.
- The Head of School, Senior Leadership Team, or a designee is required to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
- Nothing in this policy shall prevent any person from reporting directly to the Head of School or the Senior Leadership Team.
- Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, or bullying, or who participates in or cooperates with an investigation, is prohibited.
- The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
- If harassment or bullying continues, the perpetrator may be immediately suspended until a hearing with the parents, administration, and teachers can be held.
- Any student who believes s/he has been the target of cyberbullying by any student or school employee, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, or bullying toward a student, should immediately report the alleged acts. This includes acts committed using technological devices.

#### **5.4.6.2 Investigating Intimidation, Harassment, or Bullying Behavior**

The Head of School or Senior Leadership Team, or a designee thereof, will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or cyberbullying. In determining whether the alleged conduct constitutes bullying or cyberbullying, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated.

#### **5.4.6.3 Consequences in Regard to Bullying**

The goal of all disciplinary actions is to encourage positive behavior and produce a safe environment for all students. The most effective plans of discipline are the product of mutually supportive parent-school partnerships. Discipline includes positive behavioral support to assist students in resolving problematic behavior and encourages personal

responsibility. While this document states our general policy, each case is viewed separately in consideration of the child's particular needs. The following, however, should be noted:

- Verified acts of bullying or cyberbullying shall result in intervention by the Head of School, the Senior Leadership, or the designee that is intended to ensure that the prohibition against bullying behavior is enforced.
- Bullying behavior, including cyberbullying, can take any of several forms. It can also vary in regard to its degree of seriousness and what impact it has on the targeted individual or other students. Accordingly, no single response is appropriate for all types of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action, whether and to what extent the disciplinary action should be imposed (e.g., detention, in- or out-of-school suspension, or expulsion) is a matter for the professional discretion of the Head of School and the Senior Leadership team.

#### **5.4.7 Sexual Harassment/Prohibited Harassment Policy**

Khan Lab School prohibits sexual harassment of any student or employee at school by anyone. The off-campus sexual harassment of any student or employee by anyone connected with the school is also prohibited. While teachers will discuss this policy with their students in age-appropriate ways, it is the responsibility of each student and employee to read (where the child is capable) and abide by this policy. Under no circumstance is a student or employee expected to endure any form of sexual harassment or any other kind of prohibited harassment as described below:

No teacher, administrator, other employee, or student may engage in any form of sexual harassment of a student or employee of the school on or off the campus at any time. Moreover, sexual harassment by anyone who visits the school is prohibited. No teacher, administrator, other employee, or adult visitor of the school shall make sexual advances to a student, whether welcomed or not.

As defined by the State of California, prohibited sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term of a condition of an individual's employment, academic status, or progress;
- Submission to or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact on the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;
- Submission to (or rejection of) the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution;

Prohibited sexual harassment also includes but is not limited to the following types of behaviors: *verbal conduct* such as epithets, derogatory jokes, innuendoes, comments or slurs of a sexual nature; unwanted sexual advances, invitations or comments; *visual conduct* such as sexually oriented posters, cartoons, photography, drawings or electronically generated materials; *non-verbal conduct* such as leering, staring at

sexual body parts or making sexually suggestive gestures; *physical conduct* such as unwanted touching, blocking normal movement or assault; *threats or demands* to submit to sexual requests as a condition of employment or academic status, or to avoid some other loss, and offers of employment or academic benefits in return for sexual favors; and *retaliation* for reporting or threatening to report sexual harassment, or for participating in a sexual harassment investigation.

Whether conduct constitutes sexual harassment will be determined based on the specific facts and the context in which the conduct occurs. Sexual harassment may take many forms. It can be subtle and indirect, or it can be blatantly overt. It can occur between people of any gender, between peers, or between individuals in a hierarchical relationship. A single incident could be grounds for discharge or expulsion, depending on its severity.

If you believe that you have been or are being sexually harassed or harassed on any other basis (e.g., race, color, ancestry, etc.), you should inform a member of the KLS Harassment Prevention Committee or alternate person, as listed below, so that the matter can be investigated promptly and appropriate corrective action can be taken. Additionally, you may speak with one of the Committee members if you have any question about sexual harassment.

Your communications pursuant to this policy will be handled in a manner that protects your privacy to the extent possible, in the school's judgment. The school prohibits retaliation against anyone who complains or participates in the complaint process.

Anyone found responsible for engaging in harassment is subject to discipline. If the harasser is an employee, the individual will be subject to disciplinary action up to and including discharge. If the harasser is a student, the individual will be subject to disciplinary action up to and including expulsion. If the harasser is a visitor or someone not directly connected to the school, the individual will be dealt with appropriately, such as through permanent prohibition from visiting the school, and the school may refer the matter to state or federal governmental authorities.

The KLS Harassment Prevention Committee membership comprises the Division Heads, a teachers' representative, and the Head of School.

You should also be aware that the California Department of Fair Employment and Housing and the U.S. Equal Employment Opportunity Commission investigate and prosecute complaints of harassment in employment. If you think you have been harassed or have been subjected to retaliation for resisting or complaining, you may file a complaint with the appropriate agency or telephone them for information about their rules and procedures for reporting charges of sexual harassment and for pursuing available remedies. The nearest office is included in the government listings of your telephone directory.

## **5.5 Technology Guidelines**

### **5.5.1 Technology Equipment**

Khan Lab School provides every student with a Chromebook, which they are responsible for keeping track of, caring for, and properly storing when not in use. KLS will take care of wear and tear issues related to Chromebook maintenance. KLS also provides iPads for student use. Cost of repair or replacement due to significant negligence will be the responsibility of the student/family.

### **5.5.2 Electronic Devices on Campus**

KLS will provide necessary technology for the school day. The Acceptable Use Agreement is signed by all KLS families during enrollment. Students may bring electronics or electronic accessories for specific projects from home that have been pre-approved by the student's Advisor and Division Head. Devices that are approved for project use should be used exclusively during Studio Time and only for the duration of the project that is necessary. Students are responsible for the proper use and care of their devices. KLS is not responsible for loss or damage to personal devices.

### 5.5.3 Student Cell Phones & Mobile Devices

If students have cell phones or other mobile devices, these devices should remain off and in storage during the full school day (8:30 a.m. – 6:00 p.m.). If you wish to contact your child, please call the school at 650.489.0071 or contact the appropriate Lead Advisor.

### 5.5.4 Student Email

All KLS students receive an email address with the @khanlabschool.org domain upon joining KLS. They are also assigned a password, which is known to all KLS staff, but should not be shared between students. Students may not communicate with anyone outside of the school community during school hours. Parents may not email or text students during the school day, and students should not email or text parents. All communication must go through the KLS main office.

Students may receive permission from their Advisor or Content Specialist to communicate with someone outside the KLS community over email. In this case, students are required to CC their Advisor or other staff designee on all emails.

### 5.5.5 Technology Safety

KLS monitors student web activity on all furnished tech equipment through the Mobile Device Management (MDM) called JAMF and web and program activity filter called Securly.

The school treats electronic information as it would treat any other school property. The school has the right to access electronic communications made using the school's technological resources, and students do not have any right of privacy in communications made using the school's resources, even when students are using their own approved personal equipment on school networks.

### 5.5.6 Internet Acceptable Use Policy

Khan Lab School is **CIPA (Children's Internet Protection Act)** and **COPPA (Children's Online Privacy Protection Act)** compliant. CIPA requires schools and libraries to put into place Internet safety policies. The Internet safety policy must include filtering or otherwise blocking access to "visual depictions" of obscene material, child pornography, and material that is "harmful to minors" when minors are accessing the computer. COPPA relates to the online collection of personal information from children under 13. It requires a website operator to have a privacy policy that includes when and how to seek verifiable consent from a parent and what responsibilities an operator has to protect children's privacy and safety online.

- Users will not disclose use, disseminate or divulge personal and/or private information about himself/herself, minors, or any others including personal identification information, etc. KLS will not

disclose students' home or email address, telephone number, or social security number on public websites. (COPPA)

- Users will immediately report to the KLS administration any attempt by other Internet users to engage in inappropriate conversations or personal contact.
- Users agree not to access, transmit, or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state, or federal law or regulations and/or school policy.
- Users shall not access, transmit, or retransmit: copyrighted materials (including plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors. (COPPA)
- Users shall not access, transmit, or retransmit any materials that promote violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
- Users shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
- Users shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
- Users shall not access, transmit, or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- Users shall not access, transmit, or retransmit information that harasses another person or causes distress to another person.

Users of the Internet at Khan Lab School agree to the terms and conditions of the Internet Acceptable Use Policy. Users agree to avoid any violation of state or federal laws. Users are alerted that they are entitled to no expectation of privacy in their use of this computer and access of the Internet. Users' computer usage and Internet access may be monitored at any time for unacceptable and illegal use.

- There will be consequences for any user who fails to follow the KLS school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion, or other remedies applicable under the school disciplinary policy and state or federal law. At the discretion of the KLS administration, law enforcement authorities may be involved, and any violations of state and/or federal law may result in criminal or civil prosecution.

**State:**

[22580-22582](#)

[SB-568](#)

[Penal Code 311-312](#)

California Business and Professions Code

California Privacy Rights for California Minors in the Digital World Act

California Penal Code Sections 311-312

**Federal:**

[5 USC 552a](#)

[15 USC 6501-6506](#)

[15 USC 6801](#)

[18 USC 1030](#)

[18 USC 2510-2521](#)

[18 USC 2701-2711](#)

[16 CFR 312](#)

[16 CFR 313](#)

Privacy Act

Children's Online Privacy Protection Act

Gramm-Leach-Bliley Act [Privacy Rule]

Computer Fraud and Abuse Act

Wiretap Act

Electronic Communications Privacy Act

Children's Online Privacy Protection Rule

Privacy of Consumer Financial Information

## 5.5.7 Appropriate Social Media Use and Online Behavior

We caution students regarding the public nature of postings on social media accounts, and reiterate our policy that employees should not “friend” current students.

KLS students are not allowed to access personal social media accounts on campus or on school-owned devices unless specifically asked to do so for an assignment. With that policy in mind, the school encourages students on these platforms to use them responsibly when off campus on personal devices. Publishing information online leaves a permanent record that may affect future admissions and hiring decisions. Accordingly, students should understand the following principles in order to create an appropriate digital footprint:

- If a faculty member has given permission for a student to use social media and/or any interactive website for academic purposes, such as a for a school assignment, treat the platform as a digital extension of your classroom – the same rules apply online as they do at school.
- Take a few extra minutes to think about whether a post will be hurtful or embarrassing to you or others or whether it could negatively affect a future opportunity.
- Sometimes, personal social media use on personal technology devices, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action. It is important to remember that school rules prohibiting certain types of communication, like bullying and harassment, also apply to electronic communication.
- Privacy settings are automatically set by social media providers governing who can see your posts and what data is available to the public. Each social media platform has different privacy setting defaults, and some platforms will change those settings without making it obvious to users. As a user of social media, you should determine whether to change the default settings to make access to postings more or less private.
- Protect yourself online. Try not to post too much identifying information that could risk your safety or increase the chance of identity theft.
- Take cyberbullying seriously. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. Students may tell a parent, teacher, administrator, another adult family member, or a trusted adult. If no adult is available and you or someone else is in immediate danger, call 911. It is important not to respond to, retaliate against, or forward any harassing, intimidating, or bullying content. “De-friend,” block, or remove people who send inappropriate content. It may also be a good idea to save harassing messages, as this evidence could be important to show an adult if the behavior continues. If the behavior is school-related, then print out the messages and provide them to the school when you report the incident.

## **5.6 Emergency and Health Forms**

For emergencies, the school must have all the required forms concerning the child's health history, medical insurance numbers, and current emergency numbers. This file also contains the names of people who are authorized to pick your child up from school. The forms are provided by the school and can be submitted online. Please be sure that this information is current at all times. New families must complete and return their child's immunization records by the first day of school. Children without completed records may not be able to attend school.

## **5.7 Immunizations**

Under California state law, all children entering school must be immunized against certain diseases. The requirements are listed on the California Department of Public Health, Immunization

Branch website ([www.shotsforschool.org](http://www.shotsforschool.org)). In an effort to further protect our community, it is KLS policy that all students enrolling must be fully immunized according to the [CDC prescribed schedule](https://www.cdc.gov/vaccines/imz/downloads/pdf/cdc-prescribed-schedule.pdf). Parents are responsible for ensuring that their children have had the required health examinations and immunizations prior to the child(ren)'s first day of school. Because some of the immunizations require a series of doses spread out over several months, families must plan appropriately before the relevant school year begins. If you are coming from outside the U.S., note that you must carry immunization records with you as mandated by the law.

## **5.8 Food Policies**

### **5.8.1 Allergies**

It is imperative that parents provide KLS staff with accurate and up-to-date information about their child(ren)'s allergies. Please make sure you have completed a Food Allergy & Anaphylaxis Emergency Care Plan (including physician's signature, <https://www.foodallergy.org/faap>) that includes a picture of your child for easy recognition, and check to make sure that your child's teacher has received a copy of the plan and is aware of the allergies and needed action.

Students with life-threatening allergic reactions should bring an individual epinephrine auto-injector (ex: "EpiPen") to be kept in a safe and clearly marked location at school. It is the parents' responsibility to supply students with an EpiPen for use at school and during field trips. Other medications for allergies, including over-the-counter solutions such as Benadryl, should be provided as well. Lastly, an authorization to administer medication must be included.

The school endeavors to obtain and maintain EpiPens prescribed to the school via the EpiPen4Schools program in case a student without a history of anaphylaxis has an anaphylactic reaction. Parents agree to allow school staff to administer the potentially life-saving medication to their students should an anaphylactic reaction occur.

### **5.8.2 Lunch**

Students must bring their own lunch to school or order from the school's hot lunch provider; a link to the lunch provider (Choicelunch) is provided at the bottom of each KLS Insider newsletter. Packed lunches should be stored in a sealed container to avoid food allergy issues. At school, students store lunches in their cubbies or lockers. Students should not bring anything that needs to be heated or refrigerated.

If a student forgets to bring a lunch, the student may call his/her parents from school during the school day to request lunch to be dropped off at the front desk, or may receive an emergency lunch from Choicelunch, for which the family will be billed..

Students are not permitted to order food for delivery or go out for lunch. Parents must obtain permission from school staff before ordering food to be delivered to school on behalf of their children.

Choicelunch orders that are not consumed within two days of purchase will be disposed of / composted.

### **5.8.3 Snacks**

Students are welcome to bring snacks to school that are kept in a sealed container and don't create a mess. Students must bring labeled, reusable water bottles with them to school and take them home to be cleaned regularly.

Parents are strongly urged to pack healthy snacks for their students. Food and drink with added sugar, in particular, make it difficult for students to make good learning choices.

Food may only be eaten at tables in the common space (not in breakout rooms, couches, or other seating areas) or at the picnic tables outside.

#### **5.8.4 Nut-Free Policy**

For the health and safety of our school community, KLS has adopted a "nut-free" policy regarding the presence of nuts, nut oils, and any products containing nuts. Because a severe reaction to a nut allergy can result from contact alone, it is critical that peanuts, peanut butter and/or other nuts and nut products (ex: almond butter, Nutella, etc.) are not permitted at school.

For students with nut or other allergies, parents must complete a Food Allergy & Anaphylaxis Emergency Care Plan (including physician's signature), which is available from the school office. Once completed, these forms will be made available to teachers and staff. While it is your responsibility to make us aware of your child's nut allergy and provide us with an EpiPen should your child be exposed to nuts, we pledge to alert your student's classmates and their parents about this life-threatening allergy.

KLS teachers will monitor your child's health and, in the event of an allergic reaction, will administer the required medication. In the meantime, we ask parents for their assistance in educating their children about nut allergies, the danger of hidden peanut ingredients in non-food items that may be used in classroom projects, and the risk of cross contamination, i.e. foods containing nuts that could be smeared or spread on furniture and toys. We also strongly encourage parents to read food ingredient labels with their children.

### **5.9 Attendance & Student Health/Illness**

Parents must submit a request for excuse from attendance via TavTrac and give the reason for the absence. If a student is out for three days or more, a doctor's note must be supplied when the student returns. Students are responsible for completing weekly goals and contributing to projects, as well as communicating with their project group members, teachers, and mentors to make appropriate arrangements in their absence. Students 18 or older may submit a request for excuse from attendance, however must follow the same procedure.

Please avoid unnecessary absences. Absences affect student learning pace and progress and additionally disrupt the project learning experience for other students as well. Necessary absences might include medical and administrative appointments, illnesses, or family trips.

If a child is not present by 9:00 a.m., and we have not received a message informing us of his/her absence, we will attempt to contact the child's parents.

Please help us by keeping your child at home if you suspect that your child is not feeling well. While regular attendance makes school a happier and more comfortable experience for your child, as does prompt arrival, a child who is not feeling well will not enjoy his or her day at school.

Health records and social service records must be kept up-to-date. Any communicable disease must be reported to our office, and families will receive a notice alerting parents of any communicable diseases reported so that you can watch for symptoms in your child.

Children who are contagiously sick or show symptoms such as chills, communicable disease, heavy coughing, diarrhea, earache, inflamed or swollen eyes, flush complexion, or unusual pallor, fever, severe headache, listlessness, nausea or vomiting, skin rash, or sore throat must be kept at home.

Additionally, a mildly ill child who is irritable and can't fully participate in school must stay home. A child with a fever must be fever-free for 24 hours before they can return to school. Children with stomach flu must be symptom-free for 24 hours before returning to school. Do not send children back to the school until they have completely recovered and will be able to participate in the entire program, including outdoor play.

If a child becomes ill during the school day, we will contact you using the information provided in your emergency contact form. We will notify parents of communicable diseases via email or other methods.

Families may want to consult their family physician concerning incubation period, duration of illness, and/or immunization. The list that follows contains guidelines for illnesses requiring exclusion from school mandated by California state law. Parents may be asked to bring a doctor's note to show that a child may return to school.

### 5.9.1 Guidelines for Illnesses Requiring Exclusion

Exclude children and adults with these illnesses or symptoms:

- **Head lice** are an ever-increasing problem in schools around the country. To lessen the impact of head lice in our school, we have adopted a no-nit policy. A child found to have head lice must be promptly picked up and taken home. The child must be treated for head lice and may not return to school until 24 hours after the start of treatment and all nits have been removed, or upon presenting a certificate from a lice-removal professional affirming the student is free from lice;
- **Fever:** Until medical evaluation indicates inclusion. Infants and children older than four months are considered to have a fever if rectal temperature is 102°F or greater, oral temperature is 101°F or greater, or axillary (armpit) temperature is 100°F or greater (accompanied by behavior changes or other symptoms of illness);
- **Signs** of possible severe illness, including unusual lethargy, irritability, persistent crying, difficulty breathing;
- Uncontrolled **diarrhea**, defined as an increased number of stools compared with the child's normal pattern, with increased stool water and/or decreased form that is not contained by toilet use;
- **Vomiting** two or three times in the previous 24 hours, unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration;
- **Mouth sores** with drooling, unless the child's physician or local health department authority states the child is noninfectious;
- **Rash** with fever or behavioral change until a physician has determined the illness not to be a communicable disease;
- **Purulent conjunctivitis:** Defined as pink or red eye and discharge, often with matted eyelids after sleep, including a child with eye pain or redness of the eyelids after sleep, and including a child with eye pain or redness of the eyelids or skin surrounding the eye;
- **Infestation** (ex: scabies): Until 24 hours after the start of treatment and all nits have been removed;
- **Tuberculosis:** Until the child's physician or local health department authority states the child is noninfectious;
- **Impetigo:** Until 24 hours after the start of treatment;

- **Streptococcal pharyngitis:** Until 24 hours after the start of treatment and until the child has been fever-free for 24 hours;
- **Ringworm infection** (*tinea capitis*, *tinea corporis*, *tinea cruris*, and *tinea pedis*): Until 24 hours after the start of treatment;
- **Varicella** (chicken pox): Until six days after onset of rash or until all lesions have dried and crusted;
- **Pertussis:** Laboratory-confirmed or suspected based on symptoms of the illness, or is suspected because of cough onset within 14 days after having face-to-face contact with a laboratory-confirmed case of pertussis in a household or classroom, until five days of appropriate chemoprophylaxis (currently erythromycin) have been completed;
- **Mumps:** Until nine days after onset of parotid gland swelling;
- **Hepatitis A** virus infection: Until one week after the onset of illness or until after immune serum globulin has been given to appropriate children and staff in the program, as directed by the responsible health department;
- **Measles:** Until six days after the rash appears;
- **Rubella:** Until six days after the rash appears;
- **Streptococcal infection**, including **scarlet fever** and streptococcal sore throat (*angina*): Onset usually two to five days after exposure; sore throat, fever. In some instances, a rash develops. If your child becomes ill, consult your physician immediately.

### 5.9.2 Extended Absences

The extended year scheduling of KLS and our personalized curriculum allow families to travel or create educational experiences with their children. We encourage you to work with the teaching team to plan how students can get the most out of their time spent outside of school. If you think you may want to take your child out of school for an extended length of time, please email [attendance@khanlabschool.org](mailto:attendance@khanlabschool.org) ahead of time to make arrangements.

## 5.10 Illness or Accidents at School

In case of an accident or sudden illness, the school will immediately seek medical care for the child. We will consult the emergency information on file and notify parents as quickly as possible.

If necessary, we will send the child, accompanied by a staff member, to a local hospital by ambulance. The cost incurred for transport of a child to the hospital (ambulance and/or fire truck) will be the responsibility of the child's parent or legal guardian. There is always at least one staff member at the school trained to follow first aid procedures for accidents and emergencies.

## 5.11 Medicine Administered at School

Parents must complete the Medication Administration form in order for staff to administer non-prescription medication with specific instructions as to the dosage and time when the medication is to be given. Medication must be in its original packaging. Only approved staff members are allowed to administer medication.

If your child requires medication to be stored at school in the event of a medical emergency, the medication *must* be submitted according to the KLS Medication Administration form before the first day of school. Please note that medication must meet every intake standard or will not be accepted. Parents/guardians are required to track the child's medication expiration and replace before expiration so that the school is not storing expired medication.

The medication must be dated and in the original package, labeled by a pharmacist with the child's first and last name. The label needs to specify the date the prescription was filled, the name of the health care provider who wrote the prescription, the medication's expiration date, and specific, legible instructions for administration and storage. The prescribing doctor must sign the Medication Administration form before medication can be administered. The medication will be stored in a secure location, and the dispensing of the medication will be noted. A log is kept and filed of all medication administered and at what time.

For students with food or other allergies, parents must fill out a Food Allergy & Anaphylaxis Emergency Care Plan. These will be made available to school staff.

## 5.12 School Insurance

The school carries general liability insurance in the amount of \$1 million. Both private and public schools in California commonly carry this kind of insurance. The school is required to provide supervision of the children from beginning of classes until the end of classes. Outside these hours, the school has no legal supervisory responsibility.

Medical treatment, if necessary, will be covered by your family's medical insurance as primary coverage. The percentage of the cost covered varies from plan to plan. In most cases the insurance company will not cover all costs, and there will be a deductible that you have to pay as an out-of-pocket expense. However, the school provides an excess coverage of up to \$15,000 for medical payments per accident for the students and volunteers for the school.

The school does **not** provide insurance coverage for drivers, whether in association with carpooling, volunteer activities, or employee operations. Drivers must carry their own personal auto insurance to cover such activities.

Commonly, neither private schools nor public schools carry this kind of insurance. Every car registered in the state of California is required by law to be insured for general liability. This means that in case of an accident caused by the insured driver, the insurance would pay for damage to other cars involved, bodily injury of passengers of other cars involved, and bodily injury of passengers in the insured driver's car.

There usually is a limit up to which dollar amount the insurance will cover these expenses. As a volunteer driver **you** must know that you assume full responsibility for your passengers, just as if you were to give any other person a ride. In the event of an accident caused by you, you'll be liable for any damage both to objects and persons both in your own car and in the other car.

The school currently has liability coverage for field trips, special events, class trips, and sports team excursions at the location, but again, not while driving to or from such location.

## 5.13 Field Trip Driving Safety

Drivers are expected to drive directly to and from the field trip location without additional stops. State laws must be observed regarding seating arrangements for students. Please refer to the guidelines below taken from the California Highway Patrol website.

### California Law

- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.

- Children who are 8 years of age *or* have reached 4' 9" in height must be secured by a safety belt in the back seat.
- Although children over 8 years of age may ride in the front seat in the state of California, it is strongly recommended by the National Highway Traffic Safety Administration that all children ride in the back seat of a vehicle until 13 years of age.
- Passengers who are 16 years of age and over are subject to California's Mandatory Seat Belt law.
- Please review all materials at [www.chp.ca.gov/programs-services/programs/child-safety-seats](http://www.chp.ca.gov/programs-services/programs/child-safety-seats) to ensure you are in compliance with California law.

## 6. Communications

### 6.1 School Communications

You will receive regular communications from KLS, including:

- The *KLS Insider*, a weekly newsletter compiled by the Head of Marketing & Community;
- A term newsletter from your child's Advisor;
- A Term Exhibition event hosted by your child(ren), five times per year;
- A State of the School presentation hosted by the Head of School twice each school year;
- Back-to-School information evenings;
- Periodic Coffee Meetings for the parents in your child's Level;
- Parent-teacher-student conferences.

For additional communication with teachers, you can send an email or schedule an appointment with your child's Advisor. For general information please check our website, [khanlabschool.org](http://khanlabschool.org), regularly for information on upcoming events, announcements, etc.

### 6.2 School Directory

KLS provides a school directory to all parents toward the beginning of each school year, available on the Parent Portal (<https://khanlabschool.org/my-portal>). This directory is for the purpose of promoting communication within the parent-teacher-student community and, like the use of email, is a privilege we share with one another based on trust and respect. Our community places high value on privacy, security, and safety for our children and ourselves.

Therefore, again, it is expressly forbidden to reproduce or provide this information to anyone outside the KLS community or for any purpose of marketing, political canvassing or special interest groups. Your adherence is therefore essential. Any misuse of directory or email information may result in the discontinuation of the directory.

### 6.3 Parent-Teacher-Student Conferences

At KLS, parent-teacher conferences are student-led. There are three conferences each year. The purpose of these student-led conferences is to discuss your child's academic and social development. Additional conferences can be arranged directly with Advisors or Content Specialists.

### 6.4 Proper Communication Channels

If you have a problem or concern, it is important that you contact the right person. A parent or a guardian with a concern, complaint, or grievance on any school matter should always first approach the staff member(s) directly involved or concerned.

If the concern is academic, the Lead Advisor or Content Specialist should be contacted. If the concern is social-emotional, your child's Advisor should be contacted. If the concern pertains to a more general issue, the Division Head or Head of School should be contacted as appropriate.

The chart below indicates which school administrator should be approached regarding specific issues that can't be resolved or addressed directly by your child's Advisor.

<b>If you have a question about...</b>	<b>you should contact....</b>
your child's work, progress, or interests,	your student's Advisor or Content Specialist
birthdays or special classroom events,	your student's Advisor
behavior or safety concerns,	your student's Advisor or Division Head
attendance, pick-up or drop-off,	attendance@khanlabschool.org
tuition, billing or fees,	office@khanlabschool.org
admissions and tours	admissions@khanlabschool.org
broad school topics and academics	info@khanlabschool.org
Extended Day	extendedday@khanlabschool.org
Parent Association	pa@khanlabschool.org

#### **6.4.1 Confidentiality**

KLS maintains a strict policy of confidentiality for all matters concerning children. If a parent has a concern about an individual child's behavior, that concern should be raised with your child's Advisor, rather than with other parents. Confidentiality and respect for individual privacy are to be maintained at all times.

### **6.5 Emergency Alert System**

In the event it becomes necessary to close the school or to send the students home early, we will use the school's emergency alert system to send texts, emails, and phone calls to each student's emergency contacts.

Although it's exceedingly rare that the school would be closed, a variety of events may make this necessary, such as unusual environmental phenomena (a major storm or earthquake), a utility breakdown (water, electric), or other safety-related issues.

### **6.6 Incident Reporting Procedures**

KLS has established a thorough protocol and Incident Report to use in instances where an incident involving a student and/or staff member has occurred at the school. The following Incident Categories involve differing ranges of communication and follow-up.

#### **6.6.1 Category 1 Incidents**

Does not require an Incident Report. The Lead Advisor will send an email communication by the end of the day with a short description in addition to an oral communication.

Category 1 incidents are defined as: teasing, inappropriate language, disruptions, inappropriate use of technology, inappropriate use of materials (throwing things), attendance, and playground and minor injuries including a scrape, bruise, non-allergic bee sting, pushing someone, anything that can be fixed with an ice pack or single band-aid, or a dispense of medication (logged in the kitchen binder).

### 6.6.2 Category 2 Incidents

Requires an Incident Report as well as communication to parents by Division Head or Head of School.

Category 2 incidents are defined as: repeating Category 1 incidents, biting (depending on age), unsafe or inappropriate behaviors, computer hacking (signing into someone else's account), self-injury, aggression, significant bleeding, or hair pulled out.

### 6.6.3 Category 3 Incidents

Requires an Incident Report as well as communication to parents by Division Head or Head of School.

Category 3 incidents are defined as: property damage, bullying, violence, or severe injury, including: inability to walk or use limb (but not broken\*), nail came off, tooth knocked out, fainted, EpiPen has been used, possible concussion, possible fracture, student is in shock. *\*If bone is broken, we may call 911.*

Certain Category 3 Incidents require school employees to contact the hospital, EMT, or law enforcement.

Other criteria for determining whether an incident may be considered reportable to law enforcement are:

- If the police, 911, or an emergency/urgent/medical care is required, and/or fire department;
- If the State Licensing Board is notified;
- If allegations of harm have been made;
- Other incidents considered serious by KLS administration in accordance with the school's anti-bullying, sexual harassment policies, or extreme behavior policy.

Examples include playground accidents, unscheduled police or fire department visits, allegations of teacher misconduct, medical emergencies, and/or student anaphylactic reactions.

### 6.6.4 Major Incident Investigation Protocol

In the event of an incident or emergency, KLS has a parent authorization on file for each student containing the pre-agreed procedures and contacts. The department head is responsible for following the process established by the Head of School and the Policy Committee of the Board to fully inform the involved parties, investigate the incident and then communicate with appropriate families, students and staff all resulting action and conclusions based on the investigation.

## **7. General Information**

### **7.1 Bathrooms**

The restrooms on the main floor of the building are for student use only. Adults must use restrooms on the second floor of the building in Khan Academy. Visitors must be accompanied upstairs by a staff member.

### **7.2 Birthdays & Personal Events**

We will acknowledge student birthdays during Community Meeting. We will not hold in-school birthday parties; however, there will be many joyous non-birthday celebrations throughout the year! Students and families may not pass out invitations to personal events on campus or through school email unless the event is open to all students in a Level.

### **7.3 Lost & Found**

A Lost & Found bin will be kept at the front office for any items that are not properly stored or taken home at the end of the school day. If contents in the bin are not claimed, at the end of each term they will be donated.

### **7.4 Recognition Ceremonies**

Each student at KLS is on their own development track independent of age; therefore, we do not have typical grade level promotion ceremonies. Exhibitions will be held at the end of each term to share student work, projects related to the investigation topic, and student progress with the community. We may also celebrate individual milestones and accomplishments in Advisory or Community Meeting.

## 8. Parent Involvement

### 8.1 KLS Parent Association (PA)

The KLS Parent Association (PA) builds and sustains a strong school community by providing communication and support for parents, students, team members, and alumni. Each parent/guardian with a student at KLS is encouraged to be a member of the Parent Association. Annual membership dues are determined by the Head Representatives for each year. Regular PA meetings will be held to provide a forum for the discussion of matters relevant to the Parent Association: parent volunteer activities, fundraising, and parent social events.

In addition, the school provides regular Coffee Meetings in order to address academic updates and concerns specific to each Independence Level. The Parent Association encourages all parents/guardians to attend these school-sponsored discussions.

Please contact your Independence Level Representative or send an email to [pa@khanlabschool.org](mailto:pa@khanlabschool.org) to learn how to join a PA committee and support our school.

#### ***Critical Roles of all PA Representatives***

- support school leadership and teachers
- champion school initiatives and messages
- encourage all parents/guardians to attend IL Coffee Meetings and other official school events
- constructively channel parent questions and concerns to appropriate staff members
- propose & organize social events to enable community building, particularly across Independence Levels

### 8.2 PA Head Representatives (PA Head Reps)

- Support school leadership and teachers and champion school initiatives and messages
- Organize parent volunteers/efforts as needed, either directly or through PA IL Reps
- Submit weekly PA communication for “Parents’ Corner” section of KLS weekly newsletter (KLS Insider)
- Manage overall PA communication efforts, directly or through PA IL Rep notes, when/as needed
- Submit updates to PA Social Calendar to keep up-to-date with social and/or community events not officially organized by the school
- Own KLS Breaks Spreadsheet
- Manage PA budget to fund primarily gifting, as well as financial support of social event and school events as needed; set fund collection timing with school guidance.
  - Ensure gifts to each team member are equitable
- Organize and facilitate PA meetings, hangouts, and communications across the PA team
- Schedule PA meetings/hangouts with the school at least two weeks in advance
- Stay up-to-date on school information and events via meetings and communications with staff, Parent Portal, and communications vehicles (KLS Insider, special notices) and by attending parent education evenings and school events, as much as possible
- Answer parents’ questions and constructively/appropriately channel feedback when parents feel uncomfortable using the usual channels of communication
- Welcome and assist new parents at the beginning of the school year and throughout the school year
- Meet with school representative(s) when needed.
- For any food provided by parents, ensure communication of Food Policies (see Family Handbook)
  - Review food brought by families or assign a parent to do so at the event
- Organize and/or identify parent volunteer leads for community events, Staff Appreciation Week, and any staff gifting.

- Ensure coordination with school for support of events including Back to School Nights, Exhibitions, parent education nights, Open Houses, and fundraising
- Support school fundraising efforts, including collecting items for the online auction

### 8.3 Independence Level Representatives (PA IL Reps)

#### KLS PA IL Rep Job Description

IL Reps play an important role at KLS. This role is ideal for the parent who enjoys school community life and has the time and desire to become more involved with a particular Independence Level. The IL Rep gets to know the KLS parent community, teachers, and administration and is always up-to-date on school happenings, issues, and future plans. IL Reps are recommended by the IL Lead Advisor, and the decision is confirmed by the Division Head. This role is designed for parents who have spent at least one year at KLS, and an IL Rep's term is one school year.

#### PA Independence Level Representatives have the following responsibilities:

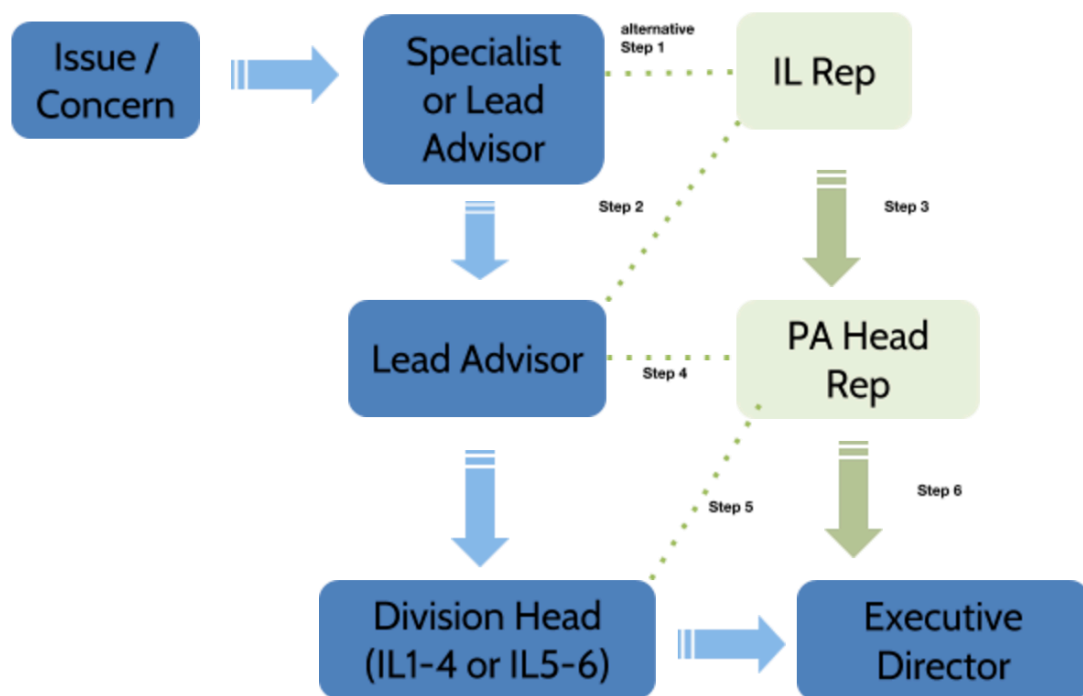
- Stay up-to-date on school information and events via PA meetings, Parent Portal, and communications vehicles (KLS Insider, special notices) and by attending parent education evenings and school events.
- Attend IL Coffee Meetings (three times per school year) with Lead Advisors and KLS Division Heads. IL Reps take minutes, provide hospitality for the meeting, and share minutes (approved by the Division Head) with their IL parent group.
- Answer parents' questions and constructively and appropriately channel feedback when parents feel uncomfortable using the usual channels of communication.
- Direct and assist individual parents through the appropriate chain of communication when the parent needs clarity on how to address an issue.
- Welcome and assist new parents at the beginning of and throughout the school year. The Head of Operations and Technology will inform the PA Head Reps of new families and the PA Head Reps will inform the IL Rep as needed.
- Assist IL Lead Advisors in identifying chaperones for field trips as well as other special requests. Volunteer activities for each IL are best organized through the school's Track it Forward volunteer website so that parents are able to sign up for various tasks ahead of time.
- Assist PA Head Reps in organizing community events, staff appreciation week, graduation buffet, and presentation of the graduation gifts.
- Collaborate with the PA Head Reps to coordinate holiday and gift cards proportionally amongst the entire KLS staff.
- Assist PA Head Reps in fundraising campaigns, including collecting items for the online auction.
- *Optional:* Coordinate IL memory books for departing students and teachers.
- *Optional:* Coordinate social gatherings, such as IL outings, parties, and parent nights out.

## 8.4 Communication Guidelines & Chain

IL Reps will interact with teachers and parents throughout the year, always with respect for the teachers' time.

**Parents with concerns are encouraged to talk directly with their child's Lead Advisor or Specialist first.** In some cases, parents are reluctant and need support from their IL Rep to talk through a concern. If appropriate, the school Division Heads or a PA Head Rep may be consulted, but parents are asked to follow the Communication Chain protocol.

When a concern is shared by more than one family in an Independence Level, IL Reps should always be careful to represent their IL parents as fairly and as impartially as possible to the IL Lead Advisor, Specialist, and/or administration.



## 8.5 Email Communications

Email is an integral part of school-home communication at KLS. Please follow these guidelines in order to keep email communications helpful and efficient:

- **To communicate with your fellow parents**, please utilize the online Directory found in the Parent Portal (<https://khanlabschool.org/my-portal>).
- **To communicate with all parents in your child's Independence Level**, please use the school's group email address to be sure every parent is included (for example, IL1Parents@khanlabschool.org). This is best placed in the BCC (blind carbon copy) field to avoid a Reply All inundating the whole list. IL Reps should

discourage parents from habitually using Reply All in IL communications.

- **Only use Reply All if the information you are sending is truly relevant to all recipients.**
- **If your family has major issues to discuss with the school, it is best to schedule a meeting.** This can be done by emailing the appropriate Lead Advisor or Specialist (see “Communication Chain”) to find a mutually agreeable time to talk. If any individual involved feels emotional about the issue at hand, we encourage waiting a few hours to send the email after drafting it. This helps to ensure that messages are effective and free of comments that might be damaging to the educational environment.
- **Please assume good will and that everyone is working to provide the best educational experience for your child.** Be respectful of others’ perspectives and seek to understand all sides of an issue.
- **We strongly discourage the discussion of confidential information over email.**
- Please keep messages brief and to-the-point to ensure that staff members are able to respond to you in a timely manner.
- **We encourage parents to use positive language in group email communications in order to promote a healthy environment for our students.** IL Reps will step in if email communication between parents is inappropriate for the group audience.

## 8.6 PA Volunteering and Job Assignments

In order to foster school participation and a sense of school spirit, we encourage families to find volunteer opportunities that fit their schedule and interests. There are multiple ways for parents to contribute as members of the Khan Lab School community:

### A. Volunteering

For more information, please visit our Track It Forward site and look for updates in the weekly parent newsletter (KLS Insider). These parent resources, and many others, are linked to within the Parent Portal.

You may choose to:

1. Become an Independence Level (IL) Representative. Each IL has one parent Representative. IL Reps attend regular meetings and help to facilitate a healthy flow of information. Please see the previous pages for more information about this important role.
2. Join a volunteer committee. Committees will be formed and announced throughout the year, as needed, to lead and assist with a variety of events, including fundraising, graduation, and community celebrations. These opportunities may also be highlighted on our Track It Forward volunteer site.

### B. Traffic Duty

The school's use permit requires that we provide traffic monitors each year on the schedule outlined below. The purpose of traffic monitoring is to assure that the speed limit (5 mph) is not exceeded and that safe supervision is provided during the drop-off procedure. Training will be provided by our administration.

Monitoring times: 8:30 - 9:00 a.m. *In the future, we will need to monitor pick-up as well.*

Each family must sign up for a traffic duty slot (one month = four times per year). Please sign up on Track it Forward.

### **C. Teach & Crowdfund**

Parents can also volunteer to lead or crowdfund an Extended Day club. Please contact the school's Extended Day Coordinator ([extendedday@khanlabschool.org](mailto:extendedday@khanlabschool.org)) for more information about how to apply and participate.

## 9. Fundraising

All private schools in the United States, and a growing number of public schools, ask for gifts of money over and above tuition. This is called fundraising, which we conduct for the following reasons:

- Tuition alone does not cover the entire cost of operating the school and implementing capital improvements.
- Fundraising is tax-deductible, but tuition is not. On average, you'll get back 30% of your gifts to KLS in lower income taxes.
- Fundraising brings in money from alumni, grandparents, and businesses where we work or that we patronize. For every dollar given by our parents, these sources may add another 25 cents.

Our community's voluntary gifts to KLS go a long, long way. For example, if you give \$1,000 to KLS, you'll get a tax deduction worth an average of \$300. Moreover, your gift will encourage businesses and others to contribute, which they do at a relative average of \$250. Therefore KLS receives \$1,250, but the net cost to you is only \$700.

Our Fundraising Committee coordinates fundraising activities.

### 9.1 Annual Giving

There are two key points for Annual Giving at KLS, as described below:

**The Annual Fund Campaign** happens near the new year (early winter). Current parents are asked to make direct cash contributions to KLS. Our objective is to fundraise an average of 10% of tuition. That being said, the goal is to have 100% participation in whatever amount families can afford. As part of the Annual Fund Campaign, KLS volunteers also solicit contributions from alumni, local businesses, and other supporters of KLS. Many employers have charitable matching programs through which they will fully or partially match their employees' contributions to KLS. Questions may be directed to [donate@khanlabschool.org](mailto:donate@khanlabschool.org).

**A large-scale fundraising event (Auction) and/or Online Auction** happen during the first semester of the school year. The fundraising event is a fun and festive evening for everyone. Tickets are sold to partially cover the cost of putting on the event, and families are strongly encouraged to invite friends and relatives to attend. Auction items themselves are solicited widely from businesses as well as parents.

### 9.2 Donations of Goods

The school welcomes donations of classroom materials, computer software, and office supplies, depending on present school needs. For further information regarding making a donation, please email [office@khanlabschool.org](mailto:office@khanlabschool.org), and our staff will pass on the information to the appropriate person. We will be happy to provide a tax receipt for your donations.

Khan Lab School is a non-profit, 501(c)(3) organization (Tax ID# 46-5742553), and all donations are tax-deductible to the extent permitted by law.