

STUDENT HANDBOOK

ACKNOWLEDGEMENT FORM

I have received my copy of the KIPP Reach College Preparatory Student/Parent Handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the manual.

I understand and agree that nothing in the Student Handbook creates or is intended to create rules or policies that replace the Commitment to Excellence or the Non-Negotiable Expectations for KIPP Reach College Preparatory. Policies outlined in the Student Handbook are subject to change at the school's discretion.

I state that I have read and fully understand the KIPP Reach College Preparatory Handbook and agree to all its terms.

Student's Printed Name: _____

Student Signature: _____

Parent/Guardian's Printed Name: _____

Parent/Guardian Signature: _____

Date: _____

MUST RETURN BY:

TUESDAY, OCTOBER 31, 2017

KIPP Reach College Preparatory Student and Parent Handbook

2017-2018 Academic School Year

Dear Parents and Students,

Welcome to KIPP Reach College Preparatory! We are about to embark on an exciting and well-planned journey. As you already know, KIPP Reach College Preparatory is committed to a level of achievement that is second to none. We prepare your child to have an opportunity to go to and through college.

This handbook has been designed to communicate the basic policies that we all must follow to ensure that learning remains the focus of each minute of every day. Please review the policies with your child and keep it handy so that you may refer to it when necessary.

I am looking forward to a powerful and positive year. Please feel free to reach me at any time. My number is listed in the directory along with all the other staff at KIPP Reach College Preparatory.

Sincerely,

Adonius Lewis
School Leader

Table of Contents

Welcome Letter	2
Table of Contents	3
Mission, Principles and KIPPisms	5
Mission & Principles	
Five Pillars	
Character Strengths	
KIPPmatizing Glossary	
KIPPmatizing Language and Beliefs	
Language	
Commitment to Excellence	10
Routines & Procedures	11
Classroom Procedures	
Restroom Procedures	
Tardy Student Check-in	
Morning Procedures	
Homeroom	
Reach Team	
Locker Procedures	
Important Parental Info	19
Admission Policy & Schedule	
Lunch/School Supplies/School Closings	
Outside Food & Birthday Policy	
Physical & Mental Health	
Family Involvement (Homework, Letters, Visitations, Meetings, Withdrawals, Corner Tickets, Packets)	
Academic Overview	28
Attendance	
Homework/Make-up Work	
Cheating/Plagiarism	
Grading	
Testing,	
Promotion & Retention	
Tutoring	
Phone Calls	
Code of Conduct	33
Property	
Computer & Internet Use	
Dress Code	
Cell Phones	
Human Rights	
Harassment	
Student Growth Reports	39
Non-Academic Sessions	40
Community Meeting	
Team Time	

Family Time	
Recess	
Play Hard Academy	
Work Hard Academy	
Restorative Disciplinary Practices	42
Disciplinary Policies: Suspensions and Expulsions	48
Short-Term Suspensions	
Long-Term Suspensions	
Expulsions	
Education Plans	
Discipline for Students with Disabilities	
Staff Directory	52
Acknowledgement Form	53

MISSION, PRINCIPLES AND KIPPISMS

Five Pillars

KIPP Schools share a core set of operating principles known as the Five Pillars:

1. High Expectations. KIPP Schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. Choice & Commitment. Students, their parents, and the faculty of each KIPP School choose to participate in the program. No one is assigned or forced to attend these schools. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. More Time. KIPP Schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experience.
4. Power to Lead. The principals of KIPP Schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.
5. Focus on Results. KIPP Schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

KIPP Character Strengths

KIPP's longstanding motto — "Work hard. Be nice." — isn't just a tagline. Since KIPP's beginning in 1994, the development of character has been as important to us as the teaching of rigorous academic skills. Together, they are the yin-yang that make our school come alive. We believe both are critical to the success of our students in college and life. KIPP emphasizes the development of 7 important character strengths in particular. These 7 character strengths have been connected to people who have led extremely successful and fulfilling lives in the past. They are listed below:

GRIT

- Finished whatever s/he began
- Stuck with a project or activity for more than a few weeks
- Tried very hard even after experiencing failure
- Stayed committed to goals
- Kept working hard even when s/he felt like quitting

ZEST

- Actively participated
- Showed enthusiasm
- Approached new situations with excitement and energy

SELF-CONTROL

- Came to class prepared
- Remembered and followed directions
- Got to work right away instead of waiting until the last minute
- Paid attention and resisted distractions
- Remained calm even when criticized or otherwise provoked
- Allowed others to speak without interrupting
- Was polite to adults and peers
- Kept temper in check

OPTIMISM

- Believed that effort would improve his/her future
- When bad things happened, s/he thought about things they could do to make it better next time
- Stayed motivated, even when things didn't go well
- Believed that s/he could improve on things they weren't good at

GRATITUDE

- Recognized what other people did for them
- Showed appreciation for opportunities
- Expressed appreciation by saying thank you
- Did something nice for someone else as a way of saying thank you

SOCIAL INTELLIGENCE

- Was able to find solutions during conflicts with others
- Showed that s/he cared about the feelings of others
- Adapted to different social situations

CURIOSITY

- Was eager to explore new things
- Asked questions to help s/he learn better
- Took an active interest in learning

KIPPmatizing – Glossary of KIPP Reach KIPPisms

Term	Definition	Term	Definition
College	Cohort of students who travel to all of their classes together.	Community Meeting	Upper School time that is reserved for character building, leadership development, gradual release to high school and college preparatory activities.
College Advisor	Staff member who functions as the homeroom teacher for a particular college.	Wednesday Electives	Optional academic and non-academic programming offered to students on Wednesday afternoon during staff Mid-Week Meetings.
Homeroom	Block of time at the beginning of the day reserved for logistics and choice reading.	Blended Learning	A portion of the day for 5-7 th graders where they engage with academic intervention or acceleration through online or digital technology.
Family Time	Once per week advisory style session in which students track growth data on character and grades, set goals and build stronger relationships.	Work Hard Academy	Time during recess for students who have missing homework or are not prepared for class.
Team Time	Once per week meeting with the entire grade level team of students and teachers to celebrate hard work and good character.	Be Nice Academy	Time after school for students to reflect on actions that are not in line with KIPP standard of excellence.
Student Growth Report	Weekly reports of affirming and adjusting feedback that little KIPPsters can use to reflect on their behavior at the end of each week.	Choice Reading	Time that students are engaged in reading books of their choice on their level.
Grade Glances	Weekly grade reports for each subject that give students and families a snapshot of their academic achievement in each class.	Dean-on-Duty	Leadership Team member who can intervene with extreme student misbehavior when all in class options have been exhausted.
Focus Groups	Time reserved at the end of most academic days for reading and math intervention.	Team Talk	Time during recess for KIPP community members to restore relationships and reflect on the impact of their actions.

KIPPmatizing = KIPP Language and Beliefs

Mission Statement

To provide a school in which underserved students develop the knowledge, skills, and character strengths necessary for success in high schools, colleges, and the competitive world beyond as they become productive members of society.

KIPPisms are a common language and are used as teaching points for numerous academic and character lessons.

KIPP Credo

If there is a problem, we look for a solution.

If there is a better way, we find it.

If we need help, we ask.

If a teammate needs help, we give.

SSLANTing

This is students' posture and behavior during instruction. It helps students stay engaged in learning.

SLANTing is an expectation in every learning environment.

- Smile!
- Sit up straight. We do not allow students to "lounging" in their chairs.
- Listen
- Ask questions. Answer questions.
- Nod your head to indicate to the teacher that you understand.
- Track- this means to watch the speaker intently, this also means students do not play with anything in their hands.

KIPP Language

- Work Hard. Be Nice.
- Do the right thing because it is the right thing to do.
- Actions speak louder than words.
- Be the constant, not the variable.
- Climb the mountain to and through college.
- Reach beyond the break.
- Reach for the stars.
- Team always beats individual.
- All of us will learn.
- Assign Yourself.
- Team and Family.
- Actions speak louder than words.
- Always active. Never passive.
- Own your words and actions.
- Give and get help.
- Growth mindset.
- 3 Ds: Desire, Discipline, Dedication

KIPP Language (Definitions)

- KIPPster- a student at a KIPP school
- College- a cohort that is assigned a college name to represent one of our alumni
- Sending Love- (waving fingers at someone, like “spirit fingers”) We send love to show our support when someone does well, and when someone is struggling.
- On Boom- (Teachers will extend arm upward with a fist to show “boom”) Staff can throw a boom in a hallway, gym, or outside to silence a large group of students. Teachers and staff may say, “Exit the room on boom, please.”
- Snaps- Students and teachers snap fingers in class when a student “digs deep” and gives an exceptional answer. This can be done individually or in unison.
- Praise- Class claps in unison to “praise” a student/group for great work and/or effort.
- Thunder Clap- form of praise performed by a whole group.
- Basketball Clap – form of praise performed by a whole group.
- Firework Clap- form of praise performed by a whole group.

Commitment to Excellence Contract

Teachers' Commitment: We fully commit to KIPP Reach College Preparatory ("Reach") in the following ways:

- We will arrive at Reach every day by 7:15 A.M. (Monday - Friday)
- We will remain at Reach until 4:40 P.M. Mon-Friday with the exception of staying until 5:15 P.M for Be Nice Academy and on Wednesdays for staff, PLC and grade-level meetings
- We will come to Reach on Saturdays to serve my kids when they need it most
- We will teach at Reach during the summer. (This is standard policy however, at the discretion of the administration)
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students, parents, with any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom as well as our school premises.
- We will always communicate with parents, students, and staff in a respectful manner.
- We will review data and schedule meetings with parents and students.

We understand that failure to adhere to these commitments can lead to our termination from KIPP.

Parents' / Guardians' Commitment: We fully commit to KIPP Reach College Preparatory ("Reach") in the following ways:

- We will make sure our child arrives at Reach every day by 7:20 A.M. (Monday - Friday)
- We will make arrangements so our child can remain at Reach until 4:30 P.M. (Monday , Tuesday, Thursday, Friday) and until 1:45 P.M. on Wednesdays
- We will make arrangements so our child can serve Be Nice Academy if it is earned. Be Nice Academy is held 4:30 – 5:15 P.M.
- We will make arrangements for our child to attend tutorial days and after school tutoring when needed.
- We will ensure that our child completes homework nightly and packets during extended breaks
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and complete the required reading every night.
- We will always make ourselves available to our children, the school, and any concerns they may have. This also means that if our child is going to miss school, we will notify the main office as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our child to go on Reach field trips.
- We will make sure our child follows the Reach dress code: Uniform shirt, KIPP Jacket (when needed), navy or kakhi pants, brown or black belt with shirt tucked in
- We understand that our child must follow Reach rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
- We will always communicate with KIPP staff in a respectful manner.
- We will review and sign grade reports, report cards, Student Growth Reports, and schedule as well as attend meetings with teacher teams.

I understand that failure to adhere to these commitments can cause my child to lose various KIPP privileges and can lead to my child returning to his/her home school.

Student's Commitment: I fully commit to KIPP Reach College Preparatory ("Reach") in the following ways:

- I will arrive at Reach every day by 7:20 A.M. (Monday - Friday)
- I will remain at Reach until 4:30 P.M. (Monday , Tuesday, Thursday, Friday) and until 1:45 P.M. on Wednesdays
- I will come to Reach on Saturdays and tutorial days when invited by my teachers
- I will attend Reach during summer school when invited
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow students and me to learn. This also means that I complete all my homework and study every night, I will call my teachers if I have a problem with the homework or a problem coming to school, and I will ask questions in class if I do not understand something.
- I will always communicate with my parents, teachers, and KIPP staff about any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my Reach teammates and give everyone my respect.
- I will follow Reach dress code: Uniform shirt, KIPP Jacket (when needed), navy or kakhi pants, brown or black belt with shirt tucked in.
- I am responsible for my own behavior, and I will follow the teachers' directions the first time they are given.
- I will attend Be Nice Academy if I make choices that put me there. When I'm in Be Nice Academy, I will reflect on my behavior so I can learn from my choices.
- I will communicate with teachers/staff, parents and students in a respectful manner.
- I will provide my parent/guardian with growth reports and report cards and return signed the following school day.

I understand that failure to adhere to these commitments can cause me to lose various KIPP privileges and can lead to returning to my home school.

ROUTINES AND PROCEDURES

Classroom Procedures

There are some classroom procedures that are consistent across all KIPP classrooms, some systems that are consistent across grade levels and some that are unique to each classroom. The following procedures are starting places for classrooms and should be followed by all students.

First Five is always on BOOM.

1. Pick up Do Now.
Do Now is available for pick up as soon as students enter the doorway (or for Upper School could be posted on the board).
2. Write tonight's homework on your HW sheet/Agenda.
Nightly homework assignment is usually posted somewhere within the room.
3. Set up your desk.
Follow the classroom procedures for where to put your homework, writing utensils, and other class materials.
4. Work hard on the Do Now.
The Do Now is not idle or "vacation time". Students should be visibly working hard during this time.
5. Assign Yourself: No Questions!
Students may not ask questions during the Do Now. Your teacher will choose not to answer you because this time is used to set yourself up for success through organization and completing your Do-Now.

Last Five is always on BOOM.

1. Put your heading on tonight's homework.
Students put their name, college and date on top of their homework.
2. SSLANT for directions for tonight's homework.
Students should read directions for homework and/or go over any verbal directions.
3. Put tonight's homework into your Trapper Keeper.
Students click open Trapper Keepers and file their homework into the correct section.
4. Leave your area better than you found it.
Students quickly check their general area to make sure there is no trash on floor, personal items left behind and that desks are straight.
5. SSLANT. Wait to be dismissed for the transition.
Students reset in SSLANT to be dismissed in an orderly fashion.

Student Organization System

- All KIPP students use a Trapper Keeper for organization.
- Trapper Keepers contain the following:
 - Pencil bag with 5 writing utensils (#2 pencils for 5th grade)
 - Weekly HW sheet or agenda (5th Grade HW sheets & 6th/7th/8th Grade agenda)
 - 5 dividers (one for each subject)
 - Novel
 - Vocabulary flipbook
 - Writer's notebook (1 subject)
 - Reader's notebook (composition)
 - A package for post-its (for novel annotations)

- Trapper Keepers should be carried to class and used to help KIPPsters organize their homework and study materials.
- KIPPsters should “clear out” their materials in for each subject on at least on a weekly basis and file items in their subject binders.

Hand Signals

Hand signals allow for students to get the attention of a teacher without distracting the teacher or disturbing the class. KIPP hand signals are as follows:

Request	Signal
Bathroom	2 fingers crossed
Need a pencil	1 finger straight in air or hold pencil up
Tissue	Hand over nose
Novel or book check out	Hands folded in book form

Hall Passes

Hall passes are designated for a certain assigned area and attached to a lanyard. When a student leaves a classroom, he or she must have assigned lanyard hung around his or her neck or held in their hand. There should never be more than one student out of a classroom at a time. If a student needs to go to an area for which a hall pass is not available, your teacher may choose a paper pass, but does not have to do so. Any student in the hallway without an appropriate pass (including community service) may receive an Out of Area deduction.

Hall Passes – 1 of each per classroom

- Boys’ Restroom
- Girls’ Restroom
- Front Office
- Admin Office
- Community Service

<p>Front Office</p> <p>5th Reading</p>

Restroom Procedures

Morning Arrival

- Students are permitted to use the restroom during morning arrival/breakfast from 6:50–7:15 am. The restroom will open at 7:00 am and be monitored until 7:15.
- Students may leave the cafeteria to use the restroom once granted permission. Permission is granted only for an appropriate hand signal.
- There is no restroom use downstairs after 7:15 am.
- Lower School: Students may use the restroom during Homeroom by following class procedures and being charged a restroom credit.

- Upper School: Students may use the restroom during Morning Meeting by following class procedures and being charged a restroom credit.

During Classes

- All students take individual restroom breaks and have 6 free restroom credits per week. These restroom credits are tracked on the weekly HW sheet (Lower School) or in the student's agenda (Upper School).
- If a student needs to use the restroom past his or her 6 free credits (without a medical note), he or she will be charged an Emergency Restroom deduction.
- Students are not permitted to use the restroom during the first or last 10 minutes of class.
- Only one student is allowed out of class at a time.
- If a student needs to use the restroom, he should place his restroom tracker on his desk and use the proper hand signal to alert the teacher of his need.
- The teacher will address the student.
- Once the restroom tracker has a teacher signature, the student will sign out by the front door, the student may pick up the hall pass and exit the classroom to use the restroom.
- Students should be sure to leave the restroom cleaner than they found it.
- Lost restroom tracker may only be replaced by the child's Assistant Principal – with an automatic Work Hard Academy for the next day.

Lunch

- Students are permitted to use the restroom during their lunch period.
- Students may leave the cafeteria to use the restroom once granted permission. Permission is granted only for an appropriate hand signal.
- There is no restroom use during recess.
- Students are not "charged" a bathroom credit if they use the bathroom during lunch.

Tardy Student Check-In

Students and Families commit to the school hours by signing the Commitment to Excellence. Attendance and punctuality are critical to a student's learning.

- If a student arrives after 7:20 a.m., they are considered Tardy.
- From 7:20-7:30 am tardy students will be checked in by the morning duty monitor downstairs upon arrival. They will report to their assigned area with a laminated yellow late pass. Students who are late may not report to class without this pass for ANY reason.
- After 7:30 a.m., tardy students will report to the main office to check-in. Students will then report to class with a laminated yellow pass.
- Students are not permitted into class without a laminated yellow late pass. If a student does not have a laminated yellow pass, they must report to the office to check-in.

Morning Procedures

Morning Arrival

- The school doors open at 6:45 a.m. Students who arrive before 6:45 a.m. must remain outside or in their vehicle until the doors are opened.
- Students who eat breakfast must be in breakfast line by 7:10 a.m.

Morning Arrival on Monday (Morning Meeting in the gym):

Each Monday morning, we hold a "Morning Meeting" in the gym. This meeting includes all students, in all grades.

Procedures for Monday Morning Arrival:

- Upon arrival, students will check in with designated students. Students who do not check in may receive a Tardy deduction.
- If a student arrives before 7:00 a.m., they will wait in the front.
- If a student eats breakfast:
 - Breakfast begins at 7:00am. Students who eat breakfast may enter the cafeteria at this time.
 - Students who enter the building between 7:00–7:10 a.m. may proceed directly to the cafeteria.
 - No students will be permitted to enter the cafeteria for breakfast after 7:10 a.m.
 - Students who are eating breakfast will be dismissed no later than 7:18 a.m. to join their college in the gym
- In the gym, students sit by colleges. They may talk quietly.
- At the end of the Morning Meeting, students will transition upstairs right away.

If we do not have school on Monday:

- The Community Meeting will take place on the next day school is in session.
- We will apply Monday's class times to that day's schedule.

8th grade Procedures:

- Upon arrival, students will check in with designated students. Students who do not check in may receive a Tardy deduction.
- If a student arrives before 7:00 am, they will wait in the front.
- At 7:00 a.m., all 8th graders enter the cafeteria.
- Breakfast is from 7:00-7:18 a.m. Breakfast stops serving at 7:10 a.m. Students may enter the cafeteria after 7:10 a.m., but they cannot be served breakfast.
- 8th graders who are not eating breakfast will sit at designated tables in the cafeteria.
- 8th graders who are eating breakfast may sit at the designated tables for eating.
- Students may talk quietly.
- Students transition to Homeroom at designated time.

5th, 6th, 7th grade Procedures:

- Upon arrival, students will check in with designated students. Students who do not check in may receive a Tardy deduction.
- All students will sit in the front, in lines, by college. Students may talk quietly.
- If a student eats breakfast:
 - At 7:00 a.m., students will enter the cafeteria.

- o Breakfast is from 7:00-7:18 a.m. Breakfast stops serving at 7:10 a.m.
 - o After students eat breakfast, they will exit the cafeteria.
 - o Students will then join their college lines.
- Students transition to Homeroom at designated time.
 - *No students are permitted upstairs without a teacher at any point during the morning.*

Homeroom

Lower School	Upper School
<p>At designated time, each college is transitioned upstairs by their college advisor.</p> <p>Students have a locker break upstairs.</p> <p>All students should be inside their homeroom class at the designated time.</p>	<p>At the designated time, colleges are transitioned upstairs by their college advisor.</p> <p>Students should have a locker break upstairs.</p> <p>All students should be inside their homeroom class at the designated time.</p>
<p>Teachers must supervise the locker break</p> <p>Students have no more than 2 minutes at their lockers.</p> <p>Once students are finished at their lockers they should proceed directly into class.</p> <p>No students should wait in the hallway for directions.</p>	<p>8th grade teachers must supervise the locker break</p> <p>7th grade teachers must supervise the locker break.</p> <p>Students have no more than 2 minutes at their lockers.</p> <p>Once students are finished at their lockers they should proceed directly into class.</p> <p>No students should wait in the hallway for directions.</p>

<p>Students should bring the following items from their lockers: Trapper Keeper, Novel, sack lunch and any other items they need for that day's classes.</p> <p>Small purses are permitted for female KIPPsters to carry feminine products.</p>	<p>Students should bring the following items from their lockers: Trapper Keeper, Novel, sack lunch and any other items they need for that day's classes.</p> <p>Small purses are permitted for female KIPPsters to carry feminine products.</p>
<p>Once students are in their homeroom classes, they should put any papers to be collected on the top right hand corner of their desks, their signed homework sheet on the top left hand corner and read independently.</p> <p>Student who need to AR test or check out books may do so.</p> <p>Sack lunches should be collected and placed in the college's lunch bin (at the appropriate time a student may collect the lunch bin and take it down to lunch).</p> <p>Teachers will take attendance online</p>	<p>Once students are in their homeroom classes, they should put any papers to be collected on the top right hand corner of their desks, their agenda in the top left hand corner and read independently.</p> <p>Students who need to AR test or check out books may do so from 7:40-8:00.</p> <p>Sack lunches should be collected and placed in the college's lunch bin (at the appropriate time a student may collect the lunch bin and take it down to lunch).</p> <p>Teachers will take attendance online</p>
<p>Teachers should circulate and collect any returned forms and check for signed homework sheets.</p> <p>Unsigned homework sheets or students without 5 sharpened pencils will be assigned WHA for that week (or the next week if it's Wednesday, Thursday, Friday)</p>	<p>Teachers should circulate and collect any returned forms and check for signed agendas.</p> <p>Unsigned agendas, missing agendas, and students without 5 writing utensils will be assigned WHA for that week.</p>

Reach Team

Reach Team – 8th Grade Only

- At the end of each day, during Choice Reading, there will be a “Reach Team” performing community service tasks for teachers and staff.
- The application process for the Reach Team is rigorous.
 - Students must be reading on grade level in order to apply.
 - Students must show number of words read and a proven track record of reading (AR reports)
 - Students must provide references, especially from Reading Teachers
 - Application process may be changed at any time by the AP
 - Students may lose Reach Team at any time during the year if they aren't keeping up with academics.
 - Reach Teams will be changed mid-year.
 - Current Reach Team members may have to reapply
 - 8th graders who are reading on-on grade level may apply.
- Reach Team 8th Graders will be assigned to one teacher or staff member
- Reach Team members are to report on time and leave on time.
- They are responsible for their time management of tasks.
- If late, tardy, or out of area, the Upper AP will be notified ASAP.
- Community service students must complete the items on teacher checklist each day.
- Students must communicate any items that are left undone before the end of assigned time.

Reach Team Procedures

- Members are the responsibility of the teacher they are assigned.
 - For supervision and safety, Reach Team Members must stay in the teacher's room unless approved to go to office to make copies.
- Teachers should create a daily checklist that their Reach Team is responsible for completing.
 - A checklist ensures that the Reach Team members are on task. See next page for sample checklist.
- Reach Team must check out of classroom with a Reach Team hall pass.
 - There is only one Reach Team hall pass permitted per teacher.
 - Reach Team Members who are out of assigned area without a hall pass may receive an Out of Assigned Area deduction and a potential loss of reach team
- Reach Team Members may help with tasks such as:
 - Making copies
 - Alphabetizing papers
 - Stapling
 - Filing papers
 - Cleaning desks
 - Grading Papers
 - Inputting Data
- Reach Team members must be trained on how to use the copiers.
 - A member of the Office Staff will arrange training sessions.
- If a student is not performing to expectations, meet with student. If behavior does not change, discuss options with administration.

Locker Procedures

- The students are allowed to go to their lockers two times per day. Students will go to their lockers during the first two minutes of homeroom. Then they will go during the five minute period between their last class and the start of Choice Reading/Focus Group, and before Family Time on Wednesdays.
- All of these locker breaks are supervised by the teacher.
- Students should have no more than two minutes at their lockers.
- Coats, jackets, sweaters, and hooded sweatshirts are to be left in the lockers. KIPP shirts must be visible. KIPP sweatshirts may be worn if students are cold.
- Backpacks must also be left in lockers unless specific permission is given by a member of the Leadership Team.
- Students should collect the below materials from their lockers in the mornings and collect any items from their lockers in the afternoon. Returning to a locker after a designated break will result in a unprepared for class deduction.
- Items that students need daily:
 - Trapper Keeper
 - Novel
 - Sack lunch
 - Small purse for feminine products
- Students are expected to speak no louder than a whisper while at their locker.
- Locker check-out will be completed at the beginning of the year by the Assistant Principal or grade level chair. A student may be assigned a new locker by their Assistant Principal, Chief Academic Officer or School Leader only. Any student who is using a locker not assigned to him or her could receive a dishonesty deduction.
- Upper school students may use combination locks on their lockers. Lower school students are not permitted to lock their lockers.
- Students that are habitually loud or disruptive at their locker may lose their locker privilege.

IMPORTANT PARENTAL INFORMATION

Admission Policy

Admission to KIPP Reach College Preparatory will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in KIPP Reach College Preparatory instead of remaining at the zoned public school. The school encourages and motivates the students and their families to view an intense academic commitment as their key to the future. KIPP Reach College Preparatory will enroll students whose legal residence is within the boundaries of the Oklahoma City Public Schools District ("District") or those students who transfer to the District, and who submit a timely application, unless the number of applications exceeds the capacity of the school. If capacity is insufficient to enroll all eligible students, KIPP Reach College Preparatory will select students through a lottery process. Students, parents, and teachers will be expected to sign the KIPP Reach College Preparatory Commitment to Excellence. The Commitment to Excellence addresses the areas of attendance, homework, behavior, and academics. In accordance with all federal laws, no student will be denied admission to KIPP Reach College Preparatory based on race, ethnicity, national origin or gender.

General School Schedule

MONDAY		
LOWER SCHOOL		
Starts	Walking Out	
7:20	7:40	Monday Morning Meeting & Homeroom
7:45	9:20	Block 1
9:22	10:57	Block 2
10:59	11:29	Choice Reading/Guided Reading
11:33	11:48	Recess
11:50	12:20	Lunch
12:25	2:00	Block 3
2:02	3:37	Block 4
3:40	4:25	Choice Reading/Focus Groups
UPPER SCHOOL		
Starts	Walking Out	
7:20	7:40	Monday Morning Meeting & Homeroom
7:45	9:25	Block 1
9:27	11:07	Block 2
11:09	12:49	Block 3
12:51	1:16	Lunch
1:18	1:45	Recess
1:47	3:27	Block 4
3:30	4:25	Choice Reading/Focus Groups/Reach Team

Tuesday/Thursday/Friday

LOWER SCHOOL

Starts	Walking Out	
7:20	7:35	Homeroom
7:37	9:12	Block 1
9:14	10:49	Block 2
10:51	11:21	Choice Reading/Guided Reading
11:25	11:43	Recess
11:45	12:20	Lunch
12:25	2:00	Block 3
2:02	3:37	Block 4
3:40	4:25	Choice Reading/Focus Groups

UPPER SCHOOL

Starts	Walking Out	
7:20	7:40	Monday Morning Meeting & Homeroom
7:45	9:25	Block 1
9:27	11:07	Block 2
11:09	12:49	Block 3
12:51	1:16	Lunch
1:18	1:45	Recess
1:47	3:27	Block 4
3:30	4:25	Choice Reading/Focus Groups/Reach Team

General School Schedule

WEDNESDAY		
LOWER SCHOOL		
Starts	Walking Out	
7:20	7:35	Homeroom
7:40	8:00	Team Time
8:03	9:01	Block 1
9:03	10:01	Block 2
10:03	11:01	Block 3
11:03	12:01	Block 4
12:03	12:33	Lunch
12:35	1:05	Family Time
1:10	1:45	PHA/WHA
2:15	5:15	Wednesday Electives*
UPPER SCHOOL		
Starts	Walking Out	
7:20	7:35	Homeroom
7:37	8:55	Block 1
8:57	10:15	Block 2
10:17	11:35	Block 3
11:40	12:10	Team Time
12:13	12:32	Family Time
12:35	1:00	Lunch
1:05	1:45	PHA/WHA
2:15	5:15	Wednesday Electives*
*Optional program for all families who choose to enroll.		

Lunch

All students will receive free breakfast and lunch.

Families may choose to have their children eat breakfast at home and/or send a sack lunch.

Prior approval by the principal is required before students may leave school for lunch.

If parents bring lunch for their child, lunch must be provided to the child at the beginning of his/her lunch time and before the child has entered the lunch line or the child must continue through the lunch line.

Parents are welcome to eat lunch with their child; however, the lunch process and the transition of students from lunch to class cannot be interrupted.

School Supplies

A school supply list will be sent home at the end of the school year or mailed to your child during the summer before the first day of school.

School Closing

If the Oklahoma City Public Schools close due to bad weather, KIPP Reach College Preparatory is closed. Listen to the radio or television for the announcement of the closing of KIPP Reach College Preparatory.

In the event that weather conditions make travel to school hazardous and unsafe, but KIPP Reach College Preparatory does not close, it is recommended that parents exercise caution when bringing their children to school.

Once the school day has started, school may be cancelled early in the event that weather conditions become severe. In these cases, parents will be notified by phone to pick up their child. Please ensure that your child's information sheet is updated as needed.

Outside Food Policy

Donated food items must be purchased and sealed to ensure safe consumption.

Outside of particular classroom requests (dances, celebrations, etc.), food for students and staff must be checked in through the front office.

Birthday Policy

Parents and students are not permitted to bring specialty items to school for birthdays. Non-permitted items include but are not limited to food, treats, balloons, flowers, etc.

Health

State law requires that all children entering elementary/middle school must be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis A, hepatitis B, hemophilus influenza Type B (HIB) and varicella. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. No student will be allowed to attend KIPP Reach College Preparatory

without evidence of immunization or a valid exemption from Oklahoma State Department of Health. If you are unable to pay for required immunizations, your child may receive, through the Oklahoma State Department of Public Health, the required immunizations free of charge.

Information about Meningococcal Meningitis

Meningococcal meningitis is an infection that causes swelling and irritation of the membranes covering the brain and spinal cord. Anyone can get meningococcal disease, but it is more common in infants and children. Meningococcal disease is transmitted from person to person through the air or by contact with saliva (e.g., kissing, sharing a glass). For some adolescents, such as first-year college students living in dormitories, there is an increased risk of meningococcal disease. About 10-15% of children and young adults who get the disease (or 1,000-1,500 of 10,000 people infected) will die. Another 10% will suffer serious permanent

damage including mental retardation, hearing loss, seizures, strokes, or the loss of limbs as a result of gangrene. Other persons at increased risk include household contacts of a person known to have had this disease, immunocompromised people, and people traveling to parts of the world where meningococcal meningitis is prevalent.

The disease may come on quickly, and may start with an upper respiratory infection or sore throat. Symptoms include:

- High fever
- Mental status changes
- Nausea
- Purple, bruise-like areas
- Rash, pinpoint red spots
- Sensitivity to light
- Severe headache
- Severe general ill feeling
- Stiff neck
- Vomiting

The meningococcal vaccine prevents most cases of meningococcal disease. The vaccine is recommended for all adolescents entering middle school (11 to 12 years old) and high school (15 years old), and all first-year college students living in dormitories. However, the vaccine will benefit all teenagers and young adults in the United States. Most people who receive the vaccine have no side effects at all. Your child's chance of being harmed by meningococcal disease is far greater than any chance of being harmed by the vaccine.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parents/guardians will be called to pick the child up. The office must have current emergency contact numbers on file in the school office at all times. If the school cannot reach you, individuals listed on the student's information sheet will be contacted.

Medication Procedures

Please make every effort to schedule administration of medication outside of school hours. If a student must take medication during school hours the following procedures must be followed:

If a child needs to take medication of any kind, prescribed or non-prescribed, a medical form must be completed by the child's doctor and provided to the school administration.

A medication form must be completed annually by your child's physician and provided to the school. Only the medication listed on your child's medical form will be administered to your child. Please confirm and verify with your child's pediatrician that all medications are stated on the medication form. Only trained medical personnel or other authorized administrators may administer medication. An In-School Medicine Administration Log will be created for your child to sign and date each time medication is taken. Medication

is allowed in the office only. Medication is stored and locked daily in the office. Medication may be checked into the office by a parent/guardian only.

All medication, including inhalers, must be in the original container and properly labeled, have the student's name, date of prescription, name of medication, doctor's name, dosage and how often the medication should be taken listed somewhere on the medication.

Please be sure that the school has up to date contact and health information on your child. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you. If your child is hurt and requires medical attention, and we are unable to reach you, the school will seek medical attention.

Policy on Mandated Reporting of Abuse/Neglect

It is a state mandate that all school personnel report suspected abuse and/or neglect. Those reporting abuse are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger has been harmed or is in danger of being harmed-physically, sexually, and/or through neglect.

- A.** Once any staff member becomes aware that a student may be the victim of abuse or neglect, the staff member must:
- (i)* Notify the principal of the situation,
 - (ii)* Call the Department of Human Services, and
 - (iii)* Complete a KIPP Reach College Preparatory incident report.
- B.** While these steps are taking place, the principal will assist both the staff member and student in understanding the ramifications of the call. The principal will debrief the student and, when appropriate, will contact the parent(s)/guardian.
- C.** No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Family Involvement

In addition to the duties listed in the signed contract, parents/guardians are expected to participate in their children's learning in the following ways;

Math

- Check completed homework assignments to ensure it is done at a high quality each night.
- Check homework sheet (5th & 6th) or agenda (7th) for the homework assignment. Sign when the assignment is completed each night.
- Encourage child to call his/her teacher for help, if necessary.

Reading

- Check student homework assignment sheet every night.
- Listen to child read (5th & 6th); make sure child reads 30-40 pages. Ask your child questions about his/her reading. Also sign reading log every evening.
- Ask questions over novel or book for 7th & 8th grade and ask to see their homework assignment sheet. Students must move up in their reading levels to be academically successful.
- Have your child discuss and teach the mini-lesson each day. Students are encouraged to call their teachers if they have questions.
- Study vocabulary with your child; make sure he/she has 3x5 study cards. A new word is taught each day.
- Check and review test preps with your child. Encourage your child to call for homework help.

*Ask for your child's Growth Report and Grade Glance every Wednesday and review it with your child. Determine appropriate steps to eliminate inappropriate behavior and improve study habits if noted on the Growth Report. Sign your child's Growth Report for him/her to return to school by Friday.

Parent/Guardian, Student, Teacher Conferences

Both parents/guardians and the child will be expected to attend conferences upon request due to any concerns expressed by the KIPP Reach College Preparatory staff.

Parent Meetings

All parents/guardians are highly encouraged to attend the scheduled school-wide parent meetings. During these meetings, parents have the opportunity to learn about KIPP, the curriculum, and their child's academic and behavioral standing. Students will be required to attend meetings with their parent/guardian. See calendar.

Procedure for Parent/Guardian Concerns

If a parent/guardian has a concern, the parent/guardian should discuss the matter with the teacher and attempt to resolve the concern through informal discussion.

If there is no resolution to the concern, the parent/guardian should then contact the assistant principal to schedule a conference. The assistant principal will mediate the concern with all parties involved. The assistant principal's phone number is listed in the directory at the end of this handbook.

Visitation Policy

Parents are always welcome in our school; however, for the safety and protection of our students and staff, the following procedures should be followed:

- All visitors must report to the KIPP Reach College Preparatory office to sign-in and sign-out
- Visitors badges will be supplied upon check-in and must be worn at all times
- Visitors will be escorted to the classroom or cafeteria
- Appropriate conduct must be followed; visitors must be careful not to distract students from learning.
- Parents may not use this observation time to conference with teachers, their child, or other students.

Withdrawal Policy

Students will be able to withdraw from KIPP Reach College Preparatory at any point in time and return to their local zoned public school or any other school to which they can gain admission.

In order to withdraw, parents must submit a written withdrawal request to the KIPP Reach College Preparatory office. The withdrawal process consists of obtaining current grades, verifying that all books have been checked in and cleared, and completing the withdrawal form by the office (which states attendance and other pertinent information needed to enroll the student in his/her future school). Twenty four hour notice is required for the withdrawal process. We will send to next school upon request from the school. Homeschool students should request documentation as well and a copy will be provided. An Exit Survey must be completed by the parent/guardian to complete the withdrawal process.

Letter Request

A 48 hour notice is required on all letters needed on KIPP letterhead. Letters addressed to the following originations; Department of Human Services, Internal Revenue, Social originations that provide various types of assistance, verification of student enrollment, address or parent/guardian.

Corner Ticket

Periodically, memos will be sent home with students that are considered corner tickets. The corner ticket is the lower half of the memo. Corner ticket memos will have pertinent information that requires the attention of the parent/guardian. A dotted line will always appear. Simply detach and return bottom portion after completion of requested information and keep the upper portion of the memo which states its content.

Student Packets

All students are required to complete a math and reading packet during breaks throughout the year. Packets will be issued on the last day of school before breaks and are due when teachers collect them on the returning date of school, even if the student is absent from school. Math and reading packets will be given to all students along with a social studies packet for fifth and eighth grade students. Students will be assessed at the beginning of the following school year for accountability on summer packet completion. Students who complete all of the packets on time with at least 70% mastery will be rewarded with a trip.

Lost Books

Students are required to pay for any and all books checked out to them. The cost of novels is \$10.00 each.

ACADEMIC OVERVIEW / CURRICULUM OVERVIEW

The KIPP curriculum is driven by clear performance standards for what students should know and be able to do. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

Teachers use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Grade Glances and Student Growth Reports every Wednesday. Parents are required to sign grade Grade Glances, Growth Reports and report cards. Students should return them the following school day.

Attendance

KIPP Reach College Preparatory students must arrive by 7:20 a.m. every day (Mon. - Fri.). Students must remain at school until 4:30 p.m. Monday, Tuesday, Thursday and Friday. School dismisses at 1:45 on Wednesdays.

If your child is going to be absent or tardy, contact the office each day during the hours of 8:00 a.m.-9:00 a.m. For your convenience, you may leave a message, as messages will be retrieved daily. If students arrive after 7:30 am, an adult 18 years or older must sign them into the KIPP Reach College Preparatory office.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. A student cannot be absent more than nine unexcused days in a given semester and a total of eighteen unexcused days in a given school year. A student will not be promoted to the next grade if eighteen or more days have been missed. Excused absences include visits to the doctor, dentist, or to attend a funeral. Submit a written note from a medical provider within 3 days of absence to have the absence excused. The principal will determine approval of excused absences.

If a student is repeatedly absent, a letter will be mailed from the school.

Attendance is taken in half days. Check-in time after 8:00 a.m. will be counted as a half day. Check out time before 2:00 p.m., Monday through Friday, will count as a half day. Two half days will count as one full day's absence.

Homework and Makeup Work

In order to build student responsibility and provide a stress-free system for parents, we will have Homework Academy every Thursday during the year.

ALL GRADES:

- Students with incomplete homework assignments have the opportunity to make the assignments up each day during Work Hard Academy, which takes place during recess.

FOR 5th GRADE:

- The cut-off date for making up work is 3 weeks after the due date.

- Students are able to make up any assignment listed in the “missing” section of their SGR (Student Growth Report).
- After three weeks, the “missing” assignments will be switched to a Zero.

FOR 6TH-8TH GRADE:

- The cut-off date for making up work is 2 weeks after the due date.
- Students are able to make up any assignment listed in the “missing” section of their SGR (Student Growth Report).
- After two weeks, the “missing” assignments will be switched to a Zero.

Wednesday Make-Up Testing

On Wednesdays from 2:15-5:15, students are able to make up or re-take tests.

Cheating/Plagiarism

Cheating is a serious offense. Students engaged in cheating or plagiarism will receive disciplinary action. If a student copies another student’s work or if a student gives another student his/her work, it is considered cheating.

Plagiarism involves the stealing of someone else’s ideas or words as one’s own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one’s original work.

The first time a student is caught cheating or plagiarizing in a teacher’s class, the teacher will notify parents/guardians (by Student Growth Report). The student will receive a grade of zero on the assignment. If a student cheats or plagiarizes a second time, the matter will require a conference with the student, parent/guardian, and principal. If a student cheats on a test, quiz or other assignment, the student will receive a grade of zero and a deduction on their Student growth Report. This may also result in the school withdrawing its support of a student’s application to high school.

Grading / Report Cards

The school year is broken into four grading periods (quarters). The quarters are long enough (approximately 9 weeks) to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, students will receive grades in all classes. The grading scale is as follows:

90-100:	A	Students receiving an A show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments.
80-89:	B	Although students receiving a B may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.

70-79:	C	Students receiving a C have significant skill deficits. The quality of their work just meets minimum requirements.
69 and below:	F	Students receiving an F produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort.

Grade Glances: Grade Glances communicate a student's grades across all classes. Grade Glances are provided every Wednesday, except at the beginning of a new quarter. A parent/guardian whose child is failing more than one course at the grade report time will be required to meet with the teaching team. Based on the grade report time, parents/guardians may call or request a conference with any teacher. Please contact the office @ (405) 425-4622, and the receptionist will schedule your conference. Teachers are not required to schedule conferences.

Promotion to the Next Grade

To ensure promotion to the next grade, students must have a final grade of 70 or above for each of the core skill classes: Reading, Non-fiction Studies, Science, Writing, and Math. Students must also pass the Oklahoma Academic Standards (OAS) in reading and math in order to be promoted to the next grade level. Reading levels must be adequate to be promoted. 5th (S,T,U), 6th (V,W,X), 7th (Y), 8th (Z). Failure to meet the requirements above may lead a student not being promoted to the next grade at the end of the year.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals on their IEP.

Retention Policy

KIPP Reach College Preparatory is committed to the success of each student. KIPP Reach College Preparatory has adopted a Student Success Team Policy that utilizes grade reports and parent conferences to ensure concerns with student achievement are identified and intervention strategies are implemented.

Retention criteria will be based on the student's inability to meet the grade level standards of expected student achievement in reading, language arts, and mathematics.

Behavior consisting of low excessive disciplinary issues, suspensions, and excessive absences could result in retention.

The KIPP Reach College Preparatory administration reserves the right to retain a student.

Standardized Testing

Our students take the Oklahoma Academic Standards (OAS) Test and the Measured Academic Progress (MAP) Assessment. Once a year, the school will publish the results of the OAS. The school will provide the individual scores of each student on the OCCT and the MAP to each student's parents/guardians. (See report cards)

In accordance with the Family Educational Rights and Privacy Act (“FERPA”) the school adheres to the following policies with respect to student records:

- Parents have the right to inspect the student’s records.
- Parents have the right to request that the school change records that the parents believe to be inaccurate.
- If the school decides not to make the requested change, the parent has the right to a formal hearing before the school’s board.

Access to Records Without Parent Consent

Disclosure of student records depends on the type of information to be disclosed. Directory information includes a student’s name, address, telephone number, date and place of birth, participation in officially recognized activities and sports. Directory information may be disclosed without parental consent to any third party who follows procedures for requesting such information unless a parent, in writing, requests otherwise.

Personally identifiable information is any fact or set of facts that reveals a student’s personal identity. Personally identifiable information is information about the student that is released in conjunction with the student’s name, address, etc. Unless parents consent, all personally identifiable information will be kept confidential except that it may be disclosed to:

- Parents or legal guardians;
- School staff members who have a current and legitimate educational interest in the student records;
- Officials and teachers of other schools to which a student is transferring;
- Authorized government representatives as required by law;
- Named individuals pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided;
- Financial aid agencies to which students have applied
- Student records may be made available to researchers for statistical purposes, provided that:
 1. Permission has been received from the State Superintendent of Education; and
 2. No student or parent shall be personally identified from the information released.
- Appropriate officials in health and safety emergencies to protect the health or safety of the student or other persons.

Tutoring

Students will be able to individualized additional instruction at KIPP Reach College Preparatory during the hours of 3:40pm-4:25pm on Mondays, Tuesdays, Thursdays and Fridays. Students who do not need extra help will engage in Choice Reading. Students may also be required to stay after school for additional help as determined by their teacher. Students may also be invited and highly encouraged to attend Saturday School.

Friday Tutorial Days

In order to ensure student success, we will hold Friday tutorial days during the second semester. On these days, only students who need intervention will be invited to school. Students who do not need intervention are required to stay home. Students will be grouped by academic need, and taught in small groups. Teachers will use this time to teach into specific skills or spiral back to review past content.

How does Friday Tutorial work?

- On Friday Tutorial, all invited students will enter the gym upon arrival
- They will sit in their colleges. They may talk quietly.
- Students will be given a schedule of classes they must attend during the day.
- There are 4 two-hour blocks during the day.
 - Typically, one student will see four different teachers.
 - Some students may be requested by the same teacher twice (for example, a student who is struggling in Reading, may need to visit the Reading group twice).
 - Some students may be requested by MORE than four teachers. In this case, we must prioritize tested subjects.
- In each class, students will be in small groups. Teachers will re-teach a specific skill, then spend most of the time practicing it. Sometimes teachers may spiral back and cover multiple skills, practicing each.

Homework and Phone Call Expectations:

- Homework is the key to student's success.
- Students are never excused from completing homework - even if they call.
- Students are expected to call if they have an academic question or if they have been absent from school. Before calling, students must study their notes, and show grit. Do not erase your efforts before calling.
- Students must speak clearly and state the exact purpose of the phone call. (Ex. "Hello, this is _____ calling from _____ college. I would like help with _____.")
- If a student calls and the teacher does not answer, they must leave a message with their name, grade, college, telephone number, and their purpose.
- The work is the responsibility of the KIPP student. Therefore, the student must make the phone call to the teacher. Students must leave a message as proof that they called the teacher. If there is no message on the teacher's phone, then it assumed that they did not call the teacher.
- If a student calls because they left their book or notebook in the locker, they must make an arrangement to complete the homework

CODE OF CONDUCT

NON-NEGOTIABLE EXPECTATIONS FOR KIPP STUDENTS

1. Adherence to the KIPP Commitment to Excellence.
2. Adherence to the KIPP Credo:

If there is a problem, we look for a solution.

If there is a better way, we try to find it.

If a teammate needs help, we give.

If we need help, we ask.

3. The following expectations are implied in the KIPP Commitment to Excellence Contract:
 - WORK HARD. BE NICE.
 - Be on task at all times during class. Track the speaker when a person is speaking. Students will SLAANT whenever receiving instruction.
 - Be organized and prepared for all classes.
 - Lower School KIPPsters should arrive with at least 5 sharpened number two pencils, erasers and paper each day. Work should always be completed and presented neatly. The KIPP Heading should be used on all papers. Finally, all papers should be kept neatly inside of trapper keepers or class binders.
 - Upper School KIPPsters should arrive with at least 5 writing utensils (at least 2 pencils), erasers, and paper each day. Work should always be completed and presented neatly. The KIPP Heading should be used on all papers. Finally, all papers should be kept neatly inside of trapper keepers or class binders.
 - Respond appropriately to all questions. Non-verbal actions matter. Refer to the Essential 55 Rules located in the front of the handbook.
 - Conduct oneself in an orderly manner, demonstrating respect to our educational mission while at KIPP Reach College Preparatory or any KIPP Reach College Preparatory function.
 - Do the right thing without being told - "Assign y ourself."
 - All homework, Student Growth Reports, and Grade Glances will be signed and returned the following day.
4. Parents and guardians will be prompt when bringing their children to KIPP Reach College Preparatory functions, and picking up their children from KIPP Reach College Preparatory or KIPP Reach College Preparatory functions.

Property

Students shall not have any reasonable expectation of privacy towards school administrators or teachers in the contents of a school locker, desk, or other school property. A student and his or her possessions can be searched if there is a reasonable suspicion that the student violated the law or school rules. School administrators and teachers may seize any contraband that is illegal or violates school rules, including weapons and drugs. Students' lockers, desks, and other school property can be searched at any time, for any reason, with or without notice.

Computer / Internet Use

ACCEPTABLE INTERNET USE POLICY AGREEMENT FOR STUDENTS AND FAMILIES

The Internet and other on-line resources are provided by KIPP Reach to support instructional programs and appropriate student learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited to the school setting. For this reason, KIPP Reach will make every reasonable effort to ensure that the resources are used responsibly, and will further require that every student and parent sign the accompanying Acceptable Internet Use Agreements before Internet access is granted.

Student and Parent Agreement

It is important to understand that student use of the Internet at KIPP Reach is a *privilege*. If used properly, this resource can greatly enhance a student's learning experience and provide students with countless hours of exploration. However, anyone who uses the Internet improperly or for purposes *inconsistent* with the educational program at KIPP Reach will lose all network privileges.

Acceptable and Unacceptable Uses: The intent of KIPP Reach in providing Internet connectivity is to support learning consistent with our academic programs. We expect students to use the Internet to pursue intellectual activities, to access libraries and other resources, and to further their education at KIPP Reach. A student's online conduct is ALWAYS subject to the expectations laid out in the KIPP Reach student handbook.

Some parts of the Internet contain material that is *not* suited for students and is *not* supportive of KIPP Reach's educational activities. Students are not allowed to use the Internet at KIPP Reach to access such materials, including sites containing inappropriate or obscene content. It is likewise improper to use the Internet in any manner that supports any illegal or unethical activity, or for commercial or for-profit purposes.

KIPP Reach utilizes industry-leading technology (OpenDNS) to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, KIPP Reach cannot guarantee the appropriateness of all materials accessed by the students on the Internet

Although the following list is not intended to be comprehensive, it provides a sampling of some of the unacceptable uses of the Internet that could result in the suspension or revocation of a student's on-line privileges:

Using the Internet for any illegal activity, including violation of copyright or other laws (copyrighted material may not be placed on the system without the author's permission and users may download copyrighted material for their own use only);

- Revealing any personally identifiable information about yourself or any other student or staff member on a social networking website or chat room;
- Cyber-bullying (defined as traditional bullying using any electronic media)
- Sending or displaying offensive pictures or graphics, using obscene language, or harassing, insulting, threatening or abusing other network users;
- Any on-line activity that encourages the use of drugs, alcohol or tobacco, or that promotes

- unethical practices or any activity prohibited by law or district policy;
- Posting, sending or displaying any personal identification information of any minor
- Using the Internet for financial or commercial gain;
- Degrading, vandalizing or disrupting equipment, software or system performance or the data of another;
- Attempting to gain unauthorized access to resources or entities;
- Invading the privacy of others or using an account owned by another user;
- Posting anonymous messages or messages with a false identity;
- Downloading, storing or printing files or message that are profane, obscene, or that use language that offends or tends to degrade others;
- Playing unauthorized games on the Internet;
- Computer piracy, hacking, or any tampering with hardware or software;
- Activities that allow a computer or network to becoming infected with a virus or other destructive influence.

Google Apps for EDU: As part of our mission to ensure all KIPP students will succeed in College, KIPP Reach utilizes Google Apps for Education to promote collaboration and communication between our students and teachers. As a KIPP Reach, your child may receive a Google Apps user account in the KIPPREACH.ORG Google Apps for EDU domain and have access to GMail and other Google Apps for EDU

Google Mail (GMail): KIPP Reach students may receive an account with an email address @student.kippreach.org. KIPP Reach will filter student emails so that students are only allowed to send and receive emails with KIPP Reach Staff and will not be able to send or receive emails outside of the domain. KIPP Reach will not archive or retain any student email.

Google Docs: Google Docs provides word processing, spreadsheet, drawing, and presentation software similar to Microsoft's Office suite. However, Google's applications are completely online, allowing access from any location with Internet connectivity. Google Docs also allows students to collaborate with other students and teachers in real-time as well as electronically submit homework items to their teachers.

Google Accounts Access Restriction: If there is reason to believe that violations of the law or of KIPP Reach School policies have occurred, a student may be prevented from any computer and account access until such time as an investigation can be performed.

Security: KIPP Reach cannot and does not guarantee the security of electronic files located on the Google Apps system or servers. Although Google does have a powerful content filter, redundancy and backup solutions in place, KIPP Reach cannot assure that students will not be exposed to unsolicited information nor that data saved within the Google Apps system will always be available. KIPP Reach will not be held responsible in the event that student data become irretrievable or inaccessible.

Privacy: KIPP Reach reserves the right to access any student account content (email, documents, etc.) without consent from the student or parent/guardian at any time for any reason. KIPP Reach will not provide student account access information (username/ password) to parents, however parents can request that an account be suspended if they no longer wish their child to have access to the Google Apps account. If

parents have reason to believe their child is being threatened or bullied in any way, KIPP Reach Staff will review the students email and respond to any findings according to school policies.

Dress Code

PURPOSE: It is expected that KIPP Reach College Preparatory students will be neat, clean, and appropriate in their dress on campus or when participating in a school function off campus. The purpose of the universal dress code is to provide guidelines to all students and parents concerning proper attire to be worn to eliminate distractions from the learning environment, and to prepare students for professional dress in the future. The dress code is mandatory. On Thursdays students may wear Professional Dress.

UNIFORM GUIDELINES

Girls	Boys
<ul style="list-style-type: none"> ● Tucked in KIPP Reach Polo shirt ● 5th Grade- KIPP Reach Light Blue Polo ● 6th Grade- KIPP Reach Navy Blue Polo ● 7th Grade- KIPP Reach Red Polo ● 8th Grade- KIPP Reach Gold Polo *May also wear polo from a previous grade ● A long sleeved shirt may be worn underneath the polo ● KIPP Reach hoodie ● KIPP Reach cardigan ● KIPP Reach Sweater Vest ● Plain black or brown belt ● Navy blue or khaki slacks ● Knee-length navy blue or khaki skirt, skort, or jumper ● Plain socks or tights ● Tennis shoes or flat dress shoes 	<ul style="list-style-type: none"> ● Tucked in KIPP Reach Polo shirt ● 5th Grade- KIPP Reach Light Blue Polo ● 6th Grade- KIPP Reach Navy Blue Polo ● 7th Grade- KIPP Reach Red Polo ● 8th Grade- KIPP Reach Gold Polo *May also wear polo from a previous grade ● A long sleeved shirt may be worn underneath the polo ● KIPP Reach hoodie ● KIPP Reach cardigan ● KIPP Reach Sweater Vest ● Plain black or brown belt ● Navy blue or khaki slacks ● Plain socks ● Tennis shoes or dress shoes

PROFESSIONAL DRESS THURSDAY UNIFORM GUIDELINES

Girls	Boys
<ul style="list-style-type: none"> ● May wear KIPP Reach uniform described above ● KIPP Reach sweater vest with tucked in button up shirt ● Long tie, cross tie, or bow ties 	<ul style="list-style-type: none"> ● May wear KIPP Reach uniform described above ● KIPP Reach sweater vest with tucked in button-up shirt ● Long tie or bow ties

<ul style="list-style-type: none"> ● Tucked-in blouse or button up shirt ● Knee-length skirt, skort, dress, or jumper ● Slacks ● Suspenders or belt ● Pant suits ● Dresses or skirts of a professional nature ● Dress or tennis shoes 	<ul style="list-style-type: none"> ● Tucked in button-up shirt ● Suit jacket or sweater ● Slacks ● Suspenders or belt ● Dress or tennis shoes ● Plain socks
--	---

Personal Belongings

Students are not allowed to have the following items at school;

- | | |
|---------------------------|--|
| Gum | Candy/Chips (unless at lunch) |
| Soda (unless at lunch) | Any illegal substance |
| Weapons and toy weapons | Stuffed animals or dolls |
| Cameras | Radio or Walkman or MP3 Player, |
| Cash in excessive amounts | iPods/ iPads |
| Cell Phone | Any other Electronic toys, games, etc. |

Telephone Use

Students may not use any school phone without permission from a teacher or office staff member.

- 1) Students who use the telephone without permission will be subject to disciplinary procedures.
- 2) All calls made from the school will be monitored by the KIPP Reach College Preparatory staff.
- 3) Students may not be called out of class to receive personal telephone calls. Depending on the nature of the telephone call, KIPP staff will try to accommodate parents in the process of delivering messages to students. In the event of an emergency situation, contact the office manager or the principal for assistance.
- 4) Students may not use the telephone to make overnight plans or arrangements to be picked up/checked out by another parent. Parents must make these arrangements prior to their child attending school, as well as, contact the KIPP Reach College Preparatory office if another parent or another individual who may not be listed on their child’s emergency contact sheet will be picking up their child.
- 5) Students are only allowed to use the phone for homework, disciplinary acts, and in the event of illness/medication issue.

Cell Telephone/Texting Policy

Students who walk to school are permitted to be in possession of a cell phone. Students that do walk to school may be permitted to possess a cell phone on a case by case basis which must be approved by a school leader. All cell phones must be checked into the front office upon arrival to school and will be returned at the end of the day. Students are allowed to use teacher phones before and after school, as long as the teacher is present. Students are not allowed to use their personal phones on school grounds. Students are not allowed to use a teacher's phone during the day. Instead, during the day, they may use the main office phone. (The only exception is for an immediate emergency).

Human Rights Policy

KIPP Reach College Preparatory brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is improper and against KIPP policy to discriminate against any individual based on race, color, religion, gender, nationality, sexual orientation, and age or handicap status. KIPP Reach College Preparatory wishes to stress that it is the responsibility of every member of the KIPP Reach College Preparatory community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the KIPP Reach College Preparatory community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, expulsion.

Harassment

Harassment for purposes of this policy is any form of uninvited and unwanted physical or verbal behavior which creates an intimidating, hostile, or demeaning environment for education. Examples of inappropriate behavior include, but are not limited to:

- Sexual harassment
- Verbal or physical abuse or threats
- Obscene or demeaning remarks, jokes, or insults
- Uninvited pressure to participate in illegal activities
- Public display of explicitly offensive or demeaning materials
- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment
- Bullying or badgering
- Assault and battery
- Cyber bullying (at school and away from school)

Sexual Conduct and Lewd Behavior

No type of sexual conduct is allowed. Sexual harassment may result in long term suspension or expulsion.

Sexual Harassment

Sexual harassment can be a form of sex discrimination under the law. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's advancement or participation in a school activity.
- Such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person.

Report any type of sexual harassment to the KIPP Reach College Preparatory administration.

Creating a harassment-free environment requires the diligent effort of our community. We must continually improve our practices.

Policy on Mandated Reporting of Abuse/Neglect – State law is followed please see below.

Every teacher of any child under the age of eighteen (18) years having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect, shall report the matter promptly to the Department of Human Services. Such reports may be made by telephone, in writing, personally or by any other method prescribed by the Department. Any report of abuse or neglect made pursuant to this section shall be made in good faith.

The reporting obligations under this section are individual, and no employer, supervisor or administrator shall impede or inhibit the reporting obligations of any employee or other person. No employer, supervisor or administrator of any employee or other person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, the employee or other person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided, that the person did not perpetrate or inflict such abuse or neglect. Any employer, supervisor or administrator who discharges, discriminates or retaliates against the employee or other person shall be liable for damages, costs and attorney fees. Internal procedures to facilitate child abuse or neglect reporting and inform employers, supervisors and administrators of reported suspected child abuse or neglect may be established provided that they are not inconsistent with the provisions of this section and that such procedures shall not relieve the employee or such other person from the individual reporting obligations required by this section.

Response to Harassment

Parents and students should report any forms of harassment to the KIPP Reach College Preparatory administration. You may do so verbally or submit a statement in written form. The KIPP: Reach administration takes all harassment matters seriously and will deal with them as expeditiously as possible.

Student Growth Reports

The purpose of student growth reports is to give students feedback on their actions and character that they

can reflect on at the end of each week. It also allows teachers to communicate students' behavior to parents on a regular basis. Student growth reports are sent home every Wednesday and should be returned Thursday/Friday.

Each child starts with 50 on their student growth report each week. Deductions and additions can be made by teachers. They typically range from 2 to 5, depending on how great (or not-so-great) the action was.

Student Growth Reports earnings can be generally read as follows:

- Below 40: student had a struggling week behaviorally. They had many lapses in behavior and character.
- 40-49: student had a below average week behaviorally. They had a few behavioral or character issues that were recorded by their teachers.
- 50-59: student had a good week behaviorally. Even with a possible minor behavioral issue, the student showed generally good character.
- 60-69: student had an excellent week behaviorally at KIPP. They showed consistently great character and little to no lapses.
- 70 and above: student had a superb week at KIPP behaviorally and they are going "beyond Z" each day to get better as a person.

NON-ACADEMIC SESSIONS

Community Meeting

A school-wide Community Meeting is held every Monday morning.

Team Time

Team time is a unique weekly session that allows the grade level to come together as a grade team to celebrate, reflect and grow. Team time is each Wednesday morning from 7:40 to 8:00 for Lower School and 11:40 to 12:05 . Team time allows for the following:

- Celebration of grade level, college or individual accomplishments: words read, reading level growth, unit test growth and achievement, etc.
- Weekly character recognition: weekly recognition of 3-7 students who are exemplifying or growing in one or more of the KIPP Character strengths
- Grade Level shout outs by little KIPPsters
- Monthly recognition of the KIPPster of the month
- Celebration through chants or songs
- Discussion of challenges or growth areas for the entire grade: transitions, homework completion, bullying, etc.
- Grade level specific announcements: field trips, new initiatives, etc.
- Team Builders
- KTC announcements or prep classes (8th grade only)

Team Time is held in the following spaces each Wednesday.

5 th Grade	6 th Grade	7 th Grade	8 th Grade
5 th Grade Reading / Gym	KIPP Gym/6 th Reading	KIPP Gym/7th Reading	KIPP Gym/8th Reading

Family Time

Family time is a weekly session that allows advisory families to meet to track data, set goals, fellowship and grow together. Family time is each Wednesday afternoon from 12:13 to 12:33 for Upper School and 12:40 to 1:05 for Lower School. Family time should follow the format listed below:

- Track Student Growth Report and grade glance data in personal folders
- Reflect on data and set weekly goals with advisor and/or family members
- Fellowship with a game or family activity under the supervision of advisor

Sample Data Tracking and Goal Sheets

Student Growth Report Data

Week of..	Student Growth Report Balance	# of Deductions	# of Credits	This week I'm proud of..	This week I noticed I could have improved by...	My goal for next week is..
Sept. 1	38	10	4	I had no deductions for missing homework.	Not calling out in my classes. I had 4 deductions for that.	Have no deductions for calling out and have at least 5 credits.
Sept. 8	40	7	2	I had no deductions for calling out.	Helping out my teammates more and turning in my writing homework.	Turn in all of my homework each day.

Grade Glance Data

Week of..	Math	Reading	Science	Social Studies	Writing	This week I was proud of...	My academic goal for next week is...
Sept. 1	85% B	78% C	90% A	90% A	70% C	My grade on my math quiz! I got an A.	Read 30 minutes each night and pass 2 AR quizzes
Sept. 8	85% B	82% B	85% B	92% A	68% F	I past 2 AR quizzes and made my grade go up in reading.	Go to tutoring for writing and get my grade back to passing by turning in homework and passing exit tickets.

Recess

Research demonstrates that students in middle school reap cognitive, social, emotional and physical benefits with an anticipated break from academic work. Therefore, KIPP Reach offers recess as a physical fitness break during the school day to students in grades 5-8. Students who are meeting the basic requirements of homework, preparedness, and behavior will have access to recess either directly before or directly after their lunch period.

Recess Procedures

ALL Grades
Students who have not been placed on the Work Hard Academy roster or Be Nice Academy Roster will be transitioned from the cafeteria to recess by the teachers on duty.
Once outside, students will place their Trapper Keepers against the school building wall or gym (depending on Grade Level Procedures) and wait to be dismissed to play.
Students may play on playground equipment, with athletic equipment in the equipment bag (pick up from the cafeteria) or simply play in the yard. There is no physical contact of any kind allowed at recess (including tag, hand holding, etc.)
When students hear the whistle blow two times in a row (or a different attention getter depending on grade level), they should freeze and track the teacher blowing the whistle. When the whistle is blown again, students should collect their belongings and line up according to college.
Students will be transitioned to the cafeteria and be seated for lunch or transitioned upstairs for class.

Restorative Disciplinary Practice at KIPP Reach

At KIPP Reach, we believe relationships are central to community building. We also aim to maximize instructional time and learning for students. Addressing breaches in agreed upon community behavioral expectations presents the challenge of balancing both of these beliefs. KIPP Reach aims to ensure consequences of student misbehavior are restorative, respectful, reasonable, and related to the offense. We believe breaches in community behavioral expectations to be an offense against people and relationships, not just rule-breaking. Therefore, fully restorative solutions to student offenses must involve all of those impacted by the misbehavior – this includes the offender(s), the victim(s) and a neutral member of the community. The person harmed (victim) must be at the center of the primary relationship that needs to be addressed.

Much misbehavior arises out of attempts to address a perceived injustice. Those who are offenders can also feel they are treated unjustly. Therefore, discipline processes must leave room for addressing these misperceptions. Because relationships remain at the center of our work, no day must ever end without the teacher or staff member “closing the loop” with any student of whom their relationship has been harmed that day.

To provide clarity for community behavioral expectations, fully restorative classroom communities must have agreed-upon (by students and teachers) grade level behavioral norms visibly posted and adhered to by all community members. Any changes in norms by the group must be made explicit verbally and in writing.

Be Nice Academy

Be Nice Academy is served during recess. While in Be Nice Academy students have time to reflect on their actions verbally and/or in writing. By the end of Be Nice Academy, students will have a better understanding of their actions’ impact on themselves, others involved, and their learning community. Students will also feel heard. The Be Nice Academy experience is not complete until the adult community member has an appropriate restorative conversation with the student community member to “close the loop.”

Common Affective Questions To Be Used During Restorative Conversations

When Challenging Behavior	To Help Those Affected
<ul style="list-style-type: none">❑ What happened?❑ What were you thinking of at the time?❑ What have you thought about since?❑ Who has been affected by what you have done?❑ In what way have they been affected?❑ What do you think you need to do to make things right?	<ul style="list-style-type: none">❑ What did you think when you realized what had happened?❑ What impact has this incident had on you and others?❑ What has been the hardest thing for you?❑ What do you think needs to happen to make things right?
**During conversations with students over offenses committed, do not ask “Why?”	

Tier I Behaviors

Students will earn Be Nice Academy for minor breaches in agreed upon community behavioral expectations, or Tier I Behaviors, that have a smaller, but negative impact on community culture. These behaviors steal other students' learning time and/or have other negative impacts on relationships within the school community. Those behaviors include, but are not limited to the following.

Behaviors that Constitute Be Nice Academy (Tier I Behaviors)	Why (How does it hurt our learning community?)
3 deductions in one class period for the same, intentional behavior.	Steals learning time
Passing Notes in Class	
Leaving class without permission	
Engaging others while being corrected (Putting on a show)	
Refusal to follow directions	
Sleeping in class (Head down, eyes closed)	
Disruptive transitions	
Mocking others / Name calling	Hurts emotions of community members
Saying Shut Up	Steals attention and learning time of community members
"I don't care. Take the deduction."	
Eye rolling, sucking teeth, sighing after a redirection/reminder	
"Putting on a Show" while receiving a correction	
Dishonesty	Breaks trust of community members
Tardy (2 or more a week or over 10 min)	Stealing learning time/ Breaks trust of teachers Compromises physical safety
Talking during a fire drill	Physical safety concern
Horse playing	
Talking during a test	Steals focus of teammates Breaks trust between teacher and student
Damage of property (Drawing on desks, wall, bathrooms)	Devalues community space
Having gum, candy, food, and drinks outside of the lunchroom.	
Use of profanity	Compromises psychological safety of community space and steals learning time of others
Repeated refusal to comply with instructions	Steals focus of teammates

Teachers who assign students Be Nice Academy must have a follow-up conversation or brief meeting with the students most affected by the incident. This must take place before the child leaves if it happens through lunch time. If it occurs after lunch, the conversation must take place prior to lunch the following day. Most conversations can be had in less than five minutes and must include:

1. Aligning on the impact of the student's action
2. Allowing the student to feel heard, this includes allowing them to voice if they feel wronged
3. Agreeing on next steps and affirming your belief in them
4. Opportunities for restorative conversations present themselves during morning arrival, lunch, recess, BNA, teacher plan period, dismissal, and during class. While there is no distinct time to have these conversations, it is the responsibility of the adult to find the time to have the conversation.

Tier II Behaviors

Every Tier II Misbehavior leads to:

- A formal restorative conference
- A natural consequence directly aligned to the offense, when necessary
- Time at the Dean on Duty room until they can be helped. The Dean on Duty supplies students with a space to reflect on their actions while waiting. Students waiting on the DOD must be fully engaged on chrome book programs, academic packets, written reflections, novel reading, or mindfulness programming to make the most of their time.

A formal restorative conference includes a sit down meeting involving the Dean on Duty and / or an administrator + the offending community member + the victimized community member. Parental communication (for offended and victim) must take place. Parental involvement in a conference is left to the discretion of administrator. Formal restorative conferences must include a final step of a written reflection. Length may vary and is to be determined by DOD or AP. Community members who choose not to meet their Tier II requirements will engage in a community circle involving their parent

Fully restorative practices are always meant to repair relationships by helping students to understand the impact of their actions on themselves and others, and by allowing all community members involved to feel heard and respected. Fully restorative practices allow for those involved to participate in naming an appropriate consequence to hold the offender accountable and reduce future occurrences of the offensive behaviors.

Tier II Behaviors

Behaviors that Constitute A Formal Restorative Conference* (Tier II Behaviors)	Why (How does it hurt our learning community?)	Additional Natural Consequence
Significant Verbal Fight / Non-physical Altercation	Compromises psychological safety of the community	
Sexually explicit language or references	Compromises psychological safety of community members and devalues learning space	
Use of profanity toward others (Verbal or written)		
Intentionally Bullying another teammate (Name calling, making fun of another's appearance, etc.) (discretion of administration)		
Skippping class / Not in assigned location for PHA or Advisory / Being out of area for community service	Breaks trust of community members Compromises physical safety	Restorative conversation involving teacher Temporary loss of recess privileges <i>*May result in out of school suspension.</i>
Misconduct on School Trips		Restorative circle with community members affected Loss of privilege to attend next school trip
Stealing / Theft	Breaks trust of community.	Return item(s)
Severe Defiance (Repeated and Intentional)	Compromises integrity of learning environment. Steals learning time.	
3 BNA Infractions in 1 Day	Steals learning time.	
Plagiarism & Cheating	Breaks trust of community members. Compromises integrity of learning environment.	Re-complete assignment or receive no credit. (At discretion of teacher and/or AP)
Extreme disrespect to adult (inappropriate language, excessive defiance)	Compromises learning environment and psychological safety of community members.	<i>Acceptance back into learning dependent upon teacher</i>
Repeated / Extreme and intentional classroom disturbance	Steals learning time	
Repeated cell phone violation		1 st offense – phone taken and returned to parent 2 nd offense – phone taken and kept by administration for one week 3 rd offense – phone taken and kept by administration for the remainder of the school year.
Destruction to property	Devalues community space	Clean or Repair property, or contribute to restoring another area of the school.

Tier III Behaviors

No data exists suggesting out of school suspensions (OSS) to be beneficial for improvement of student character or academic performance. At KIPP Reach, students will only receive OSS if leadership has reason to believe the scholar could potentially cause physical or psychological harm to another student in the community, as evidenced by the scholar's past behavior - thus, severely compromising the psychological and physical safety of the learning community. Community members will also serve out of school suspension if they have committed engage in sexual misconduct

- Dean on Duty supplies students with a space to reflect on their actions while waiting. Students waiting on the DOD must be fully engaged on chrome book programs, academic packets, written reflections, novel reading, or mindfulness programming to make the most of their time.
- All out of school suspension decisions must be made an assistant school leader or the school leader.
- Upon return from out of school suspension, every scholar must engage in a formal restorative conference with their assistant school leader before returning to class.

Tier III Behaviors (Out of School Suspension) Dealt by administration on a case by case basis
Causing physical harm
Illegal Substances
Weapons
Bullying (at discretion of administration)
Sexual misconduct
Not meeting Tier II requirements and expectations

Play Hard Academy

This is our team and family's weekly celebration time for students. Work Hard Academy will be provided for students who did not qualify for Play Hard Academy. Play Hard Academy is a time for KIPPsters to fellowship with each other and share in much needed Joy Factor. All KIPPsters work hard so our aim is to allow as many KIPPsters as possible to participate in Play Hard Academy.

All KIPPsters qualify for Play Hard Academy by doing the following:

- Submit signed Student Growth Report and Grade Glances no more than one day late
- Do not serve an in-school or out-of-school suspension during the Wednesday-Tuesday period prior to that week's Play Hard Academy
- Students who do not qualify for Play Hard Academy will serve Work Hard Academy with their Assistant Principal.

Work Hard Academy

The purpose of WHA is to have students who are not completing homework spend a designated portion of the day getting a head start on completing missing work. Work Hard Academy is served during recess each day and during Play Hard Academy on Wednesdays.

A student earns WHA in one or more of the following ways:

- Unprepared for class – comes without Trapper Keeper or 5th grade appropriate writing utensils
- Incomplete or unsigned homework sheet (Lower School)
- Does not complete a homework assignment

Qualifies for WHA	Does NOT Qualify for WHA
<ul style="list-style-type: none">▪ Missing HW Assignments▪ Incomplete HW Assignments▪ ONLY HW Assignments with the proper HW sheet▪ On time submissions by the teacher	<ul style="list-style-type: none">▪ Reading Logs▪ Writer's Notebook Assignments▪ Missing Parent Signatures▪

A teacher assigns WHA by the following:

Unprepared for Class or Incomplete HW Sheet/Agenda

- College advisors will circulate while students are independently reading to check for grade appropriate writing utensils (Lower School: 5 sharpened/mechanical pencils; Upper School: 5 pencils or pens), Trapper Keepers and completed HW Sheets/Agendas with signatures

Missing Homework Assignment

- Teachers will check for HW completion during the silent Do Now
- Teachers will record a "Missing" or "Incomplete" Homework deduction on the student's growth report using Dean's list

DISCIPLINARY POLICIES – SUSPENSIONS AND EXPULSIONS

KIPP Reach College Preparatory will adhere to the KIPP Commitment To Excellence as a guideline for disciplinary action, suspension, or expulsion of students. Disciplinary actions may include, but are not limited to:

- Short Term Suspension
- Long Term Suspension
- Expulsion
- Contract for Retention

Short Term Suspensions

Short Term Suspension refers to the removal of a student from school for disciplinary reasons for a period of ten or fewer days. Students committing any of the infractions listed below shall be subject minimally to short term suspension, unless the principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long term suspension, expulsion, or referral to the appropriate law enforcement agencies.

Examples of disciplinary infractions include, but are not limited to the following;

- Inciting, Instigating (Stirring Up)
- Vandalizing school property
- Endangering the physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury.
- Engaging in conduct, which disrupts school or classroom activity, endangers or threatens to endanger the health, safety, welfare, and/or morals of themselves or others.
- Failure to comply with disciplinary sanctions.
- Stealing, attempting to steal, or possessing property known by the student to be stolen.
- Committing extortion.
- Engaging in gambling.
- Trespassing on school property.
- Abusing school property or equipment.
- Using obscene or abusive language or gestures.
- Engaging in acts of verbal, physical, or sexual harassment.
- Possessing tobacco or alcohol.
- Refusing to identify himself/herself to school personnel.
- Bullying/harassment/cyber bullying (at school and away from school)
- Violation of computer use
- Teasing and horse playing
- Sexual harassment
- Repeatedly committing minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures for Short Term Suspension

The administration may impose a short term suspension. Before imposing the suspension, the administration will provide the student with written or verbal notice, which shall include a description of the incident resulting in the pending suspension, and will provide the student an opportunity to respond to the accusation. Upon suspension, the parent(s) or guardian(s) of the student will be provided with written notice which includes a description of the incident, or incidents which resulted in the suspension and information regarding their right to appeal to a committee composed of local administrators and/or teachers that were not involved in the original suspension decision. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Any decision made by the appeals committee is final.

Long-Term Suspensions

Long-Term Suspension refers to the removal of a student from school for disciplinary reasons for a period of more than ten days. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long term suspension, unless the administration determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or to expulsion.

Disciplinary infractions include, but are not limited to the following;

- Possession, use, attempt to use, or transfer of any firearm, replica of firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object.
- Commit, or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school-sponsored events.
- Assaults or attempts to assault any student or staff member.
- Intentionally causes physical injury to another person.
- Fighting; Police will be notified and possible \$500.00 fine.
- Vandalize school property causing major damage.
- Commit any act which school officials reasonably conclude warrants a long-term suspension.
- Engage in acts of physical, verbal or sexual harassment
- Make a false bomb threat or pull a false emergency alarm.
- Engage in acts of physical or sexual harassment

In addition, a student who commits any of the acts previously described as causes for short term suspension may, instead or in addition, be subject to a long term suspension at the principal's discretion.

* The Federal Gun Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. Weapon as used in this law means "firearm," as defined by 18 USC §3214(3)(d). Oklahoma law also requires any student, in grades six through twelve, found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school to be suspended for the remainder of the current semester and the next consecutive semester. The terms of such suspension may be modified by the district superintendent on a case-by-case basis.

Procedures for Long-Term Suspension

The administration can choose to impose a long term suspension. A long term suspension may be imposed only after the student has been (i) provided written notice of the infraction which is the cause of the impending suspension, (ii) given an opportunity to explain the accusation and (iii) found guilty at a formal suspension hearing. Students will not be allowed to attend school until the hearing date. In extreme circumstances, the administration may expel the student from school. Upon suspension, the parent(s) or guardian(s) of the student will be provided with written notice which includes a description of the incident, or incidents, which resulted in the suspension and information regarding their right to appeal to the KIPP Reach Board of Directors. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Any decision by the KIPP Reach Board of Directors is final.

Expulsion

Expulsion- refers to the permanent removal of a student from school for disciplinary reasons. If a student is being considered for expulsion from KIPP Reach College Preparatory, the administration shall provide written notice to the student and his or her parent(s) or guardian(s) that the student is being considered for expulsion. Such notice also shall set a time and place for an informal conference with the administration. If, after the conference, the administration still feels expulsion is appropriate, it shall issue a recommendation of expulsion to KIPP Reach College Preparatory's board of directors. Such recommendation shall include a description of the behavior and/or academic problems indicative of the need for expulsion, a description of the alternatives explored, and prior action taken to resolve the problem. The parents, should they so choose, may appeal to the KIPP REACH Board of Directors. The Hearing Officer will then render a formal decision. We (KIPP Reach College Preparatory) will provide students work assignments weekly.

Education Plans

Students who are suspended for more than five days will be provided with school work assignments through an education plan, except for those students suspended due to possession of a dangerous weapon, controlled substance or firearm. While not required, KIPP Reach College Preparatory has the option to provide an education plan to those students suspended for five days or less. For those students receiving an education plan, parent(s) or guardian(s) will be provided a copy of the education plan and will bear the responsibility of monitoring the student's educational progress until the student is readmitted to school.

Such education plan will set out the procedures to be followed by the parent(s) or guardian(s) and will address the academic credit to be received by the student for work satisfactorily completed. Arrangements will be made between the school and each individual family for the delivery of work assignments. All Individual with Disabilities Education Improvement Act ("IDEA") mandates will be followed for student with disabilities.

Discipline for Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an Individualized Education Plan (IEP) that includes disciplinary guidelines, the student will be disciplined according to those guidelines as

required by IDEA. The law states that a special education student or a student with a suspected disability or a 504 cannot be suspended for more than 10 days cumulatively or consecutively unless an IEP meeting has been held to address a change of placement.

Smoking, Alcohol, and Drug use in Public Places Act

KIPP Reach College Preparatory prohibits smoking, the use of snuff, chewing tobacco, or any other form of tobacco product, alcohol and drug use in the buildings and on school grounds of the facility by all persons

STAFF DIRECTORY

KIPP REACH STAFF				
NAME	TITLE	ROOM #	PHONE	EMAIL
Beard, Geraldine	Receptionist	Main Office	405-863-7495	gbeard@kippreach.org
Bell, Sally	8th Reading Workshop	A218 & A220	405-638-5247	sbell@kippokc.org
Bendick, Emily	Manager of Operations	Main Office	405-201-0863	ebendick@kippreach.org
Brothers, Irma	6th Writing	A232	405-402-8253	ibrothers@kippokc.org
Carter, Alexis	5th Reading Workshop	A212 & A214	405-209-3843	acarter@kippreach.org
Cohen, Vicky	5th Writing	A209	405-248-6701	vcohen@kippreach.org
Cunningham, Kayla	7th Pre-Algebra	A213	405-556-0494	kcunningham@kippreach.org
Davitt, Megan	6th Reading Workshop	A223 & A225	405-402-9631	mdavitt@kippokc.org
Eagleson, Sam	Asst. School Leader (Upper School)	A216	405-924-0611	seagleson@kippreach.org
Hobbs-Jones, Rashida	Asst. School Leader (Lower School)	A216	405-402-7297	rjones@kippreach.org
Lopez, Toya	Substitute Teacher	-	-	tjohnson@kippreach.org
Lackey, Gabbie	5th STEM	A211	405-556-0721	glackey@kippreach.org
Lewis, Adonius	School Leader	A216	405-613-4348	aclewis@kippreach.org
Massing, Isaiah	Math Instructional Coach	A216	405-201-3704	imassing@kippreach.org
Minor, Emily	7th Reading Workshop	A219 & A221	951-239-2697	eminor@kippreach.org
Oleru, Annetta	5th Math	A202	405-684-6034	aoleru@kippreach.org
Olgine, Melissa	Literacy Instructional Coach	A217	989-293-3598	molgine@kippreach.org
Phillips, Cortnee	6th Blended Learning	A230	405-684-6082	cphillips@kippreach.org
Rachels, Kacee	Academic Intervention Specialist	A217	405-519-7029	krachels@kippreach.org
Randle, Ashley	Dean on Duty	A201	405-496-5310	arandle@kippreach.org
Ross, Shay	5th Reading Workshop	A212 & A214	405-201-9869	sley@kippreach.org
Schild, Ben	7th Writing	A203	405-402-8573	bschild@kippokc.org
Sheeley, Brianna	6th Math	A231	405-402-9316	bsheeley@kippokc.org
Stinson, Autumn	6th Reading Workshop	A223 & A225	405-402-8641	astinson@kippreach.org
Titus, Shannon	8th Reading Workshop	A218 & A220	405-996-7316	stitus@kippreach.org
Walker, Lena	8th Algebra I	A229	405-213-2811	lawalker@kippreach.org

KIPP OKC REGIONAL STAFF				
NAME	TITLE	ROOM #	PHONE	EMAIL
McDaniel, Tracy	Executive Director	A109	405-204-1131	tmcdaniel@kippreach.org
Dunbar, Ashley	KTC Director	A109	405-637-9773	agordon@kippreach.org
Gessouroun, Alix	Data Manager	Remote	405-201-8986	agessouroun@kippreach.org
Hall, Tara	Director of Development	A109	405-408-4310	tmcmillen@kippreach.org
Jones, Loretta	Director of Operations	A200	405-313-0657	lfjones@kippreach.org
Lemmon, Keeta	Director of Finance	A109	405-201-1261	klemmon@kippreach.org
Stephens, Marianne	Chief Academic Officer	A217	405-924-0613	mstephens@kippreach.org
Raber, Kathy	Director of Literacy	A217	405-924-0608	klraber@kippreach.org