

20-21



ANTIOCH COLLEGE PREP

**STUDENT & FAMILY
HANDBOOK
2020-2021**

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Staff Contact Information

Position	Name	Email (@KIPPnasville.org)
Principal	Molly Ramsey	Mramsey
Director of Operations	Robert Wallace	Rwallace
Assistant Principal--PIR	Brittnee Kennedy	Bkennedy
Assistant Principal--PIR	Abby Barton	ABarton
Assistant Principal	Arlyn Gilmore	AGilmore
Assistant Principal of School Culture	Caitlin McCollister	CMcollister
Assistant Principal of Student Support	Kristin Barnhart	KBarnhart
Director of Operations Fellow	Devon Sasarita	Dsasarita
School Counselor	Kia Hassell	Khassell
Special Education	Jeannette Abbott	Jabbott
Special Education	Rachel Francis	Rfrancis
Kinder Teacher (Grade-Level Chair)	Mae Bridges	Mbridges
Kinder Teacher	Lyndee Fitzsimonds	LFitzsimonds
Kinder Teacher	Kara Kennard	KKennard
Kinder Teacher	Erin Fisher	Efisher
Kinder Teacher	CaDana Campbell	Ccampbell
Kinder Teacher	Asja Jordan	Ajordan
Kinder Teacher	Karla Gonzalez-Velazquez	KGonzalez-Velazquez
Kinder Teacher	Megan Tipton	Mtipton
1st Grade Teacher (Grade-Level Chair)	Stacia Mills	Smills
1st Grade Teacher	Hazel Hill	HHill
1st Grade Teacher	Bethany Burney	BBurney
1st Grade Teacher	Zaira Mughal	ZMughal
1st Grade Teacher	Melanie Lipscomb	MLipscomb

1st Grade Teacher	Dante Williamson	DWilliamson
1st Grade Teacher	Kathryn Locke	KLocke
1st Grade Teacher	Erin Paul	EPaul
1st Grade Teacher	Mercedes Toney	MToney
1st Grade Teacher	Brittney Hodges	BHodges
2nd Grade Teacher (Grade Level Chair)	Katura Fennell	KFennell
2nd Grade Teacher	Alex Emmerson	AEmmerson
2nd Grade Teacher	Deunte Champion	DChampion
2nd Grade Teacher	Kirsten Hunkapiller	Khunkapiller
2nd Grade Teacher	Adrienna Morelan	Amorelan
Support Teacher	Nate Douglas	NDouglas
Interventionist & Art Teacher	Kate Cifaratta	KCifaratta
Music Teacher	Arthella (Williams) More	AWilliams
PE Teacher	Brandon Dixon	Brandondixon
PE Teacher	Will Smith	WSmith
Paraprofessional	Veronica Peacock	VPeacock

Welcome

Welcome to KIPP Antioch College Prep Elementary (KACPE)! We are so excited that you have chosen to join our Team & Family here at KACPE, and we are looking forward to working with you and your KIPPster to make sure that he or she makes amazing progress! At KACPE, we are a community of learners. We take every opportunity to grow and challenge ourselves. We believe in excellence and work together to build a better tomorrow for ourselves, our community and our world.

By choosing KACPE, you are choosing a college preparatory school that believes in each and every one of our KIPPsters, and will work with each student and each family to ensure that he or she is ready to excel in middle school, high school, college and life beyond. We want to ensure that each of our KIPPsters is focused on the goal of college from the start of their education career.

We view relationships with families as essential to the success of each of our KIPPsters, and we are looking forward to working with you. Please allow this student and family handbook to be a helpful resource to help guide your understanding and involvement of our school community!

Welcome again, and we look forward to working with you!

Our History & Beliefs

The KIPP Network

KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in educationally underserved communities for success in college and life beyond. There are currently more than 242 KIPP schools in 20 states and the District of Columbia educating over 100 thousand of students. Every day, KIPP students across the nation are proving that demographics do not define destiny. More than 88 percent of our students are from low-income families and eligible for the federal free or reduced-price meals program, and 95 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have graduated high school, and more than 80 percent of KIPP alumni have gone on to college.

KIPP Nashville

KIPP Nashville is a network of free, open-enrollment, college-preparatory public charter schools in Davidson County. KIPP Nashville was founded in 2005 with one middle school, KIPP Academy Nashville, and one group of fifth grade students.

Since 2005, KIPP Nashville has grown into seven schools across four campuses in East, North and South Nashville, educating 2,300 KIPPsters. KIPP Nashville schools are neighborhood schools, with most students coming from our surrounding communities and 93% of our students identifying as African American or Latino.

Our students are proving the possible every day. By the end of eighth grade, 70% of our KIPPsters are proficient or advanced in Math, more than doubling the performance of the district and state and rivaling the performance of Williamson County students, one of the wealthiest counties in America.

Our students are college-ready, with 54% scoring a 21 or above on the ACT, outperforming the district and national average.

Our high school alumni are on track to triple the college graduation rate of their peers, attending some of the country's most prestigious colleges and universities.

- **Facebook:** [facebook.com/KIPP.Nashville.TN](https://www.facebook.com/KIPP.Nashville.TN)
- **Twitter:** [@KIPP_Nashville](https://twitter.com/KIPP_Nashville)
- **Instagram:** [@KIPP_Nashville](https://www.instagram.com/KIPP_Nashville)

KIPP Nashville Mission & Vision

Our Vision

Every child grows up free to create the future they want for themselves and their communities.

Our Mission

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

School's Core Values

 EXCELLENCE	 COURAGE	 GROWTH	 TEAM
--	---	---	--

EXCELLENCE: We believe in high expectations and hold ourselves accountable to being our best selves.

COURAGE: We name our fears, take risks, and ask for help in order to overcome our challenges.

GROWTH: We get better every day by remaining optimistic, working hard, and focusing on our goals.

TEAM: We support and challenge each other to grow and achieve.

KIPP Phrases

KIPP Credo

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

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask

Team and Family

The term is used to describe everyone involved with our school, including staff, students, parents, guardians, donors, etc. The concept of Team and Family is a critical component of the school culture. Students and staff at KIPP Nashville should understand that we are all a family working toward the same mission.

Climbing the Mountain To and Through College & Beyond

This is an analogy for the journey that we expect all students to make. The mountain is college graduation.

We Make Places Better

Leaving places better than you found them is the motto to describe how we would like students to clean up behind themselves and others when necessary.

There Are No Shortcuts

The phrase is used to say that we don't take the easy way out. This doesn't mean that we don't find a smarter or more efficient way of doing things. Examples of shortcuts are not heading on an assignment, incomplete questions on a homework assignment, or not showing the work that got you to your answers on a math assignment.

Knowledge Is Power

Knowledge opens doors and creates access to the world and choice-filled lives.

“Snaps”

This action is used to affirm or encourage other students when sharing answers or ideas during class or full group time. Students should not snap excessively or cause disruption. It is more important to hear the speaker, not the snap.

Shout-Outs

Shout-outs are opportunities for KIPPsters to recognize each other for something positive they observed.

Grade Level Team (GLT)

Teachers and students that make a particular grade level.

Grade Level Chair (GLC)

Teacher leader of the grade level team. They are responsible for leading weekly Grade Level Team meetings to discuss student grades, behavior, attendance, and other grade-level specific items. Students and families can reach out to their GLC with grade-level concerns.

School Overview

School Contact Information

Address: 3655 Murfreesboro Pike
Antioch, TN 37013

School Hours: 7:45am - 3:15pm

Main Office Number: 629-208-7600

School Email: kacpeEnroll@kippnashville.org

Social Media:

- **Facebook:** KIPP Antioch College Prep Elementary
- **KACPE Website:** <https://sites.google.com/kippnashville.org/kacpefamily/home>

2020-2021 School Calendar & Important Dates

Calendar Legend		
Staff Only - No Students	Holiday - School Closed	Regular School day
Early Dismissal	1/2 Day Exams; HS only	Parent Teacher Conferences - no students

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
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30	31					

September 2020						
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October 2020						
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November 2020						
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29	30					

December 2020						
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January 2021						
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31						

February 2021						
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28						

March 2021						
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April 2021						
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May 2021						
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23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 29-July 1	Leadership Institute
July 6-7	Intro to KIPP Nashville (7/6) and New to KIPP School based PD
July 8-10	RELAY PD (full days)
July 13-31	School based PD
July 24	KIPP Nashville All Hands
July 28-30	KACP-New Student Orientation
July 30	KACPE-1st and 2nd grade open house
July 31	KACPE-Kindergarten open house
August 3	KACPE-Kindergarten First Day of School
August 4	First day of school (1:30 pm dismissal)
September 4	Staff PD
September 7	Labor Day-staff and students do not report
October 1	First quarter ends
October 2	Staff PD
October 5-9	Fall Break-staff and students do not report
October 12	Second quarter begins
October 19-23	Report cards issued
October 23	Parent/teacher conference day
November 3	Staff PD

November 11	Veterans Day-staff and students do not report
November 25-27	Thanksgiving holiday-staff and students do not report
December 17	Second quarter ends
December 18	KIPP Nashville All Hands
Dec 21-Jan 1	Winter Holiday-staff and students do not report
January 4	Staff PD
January 5	Third quarter begins
January 7	Staff PD
Jan 11-Jan 15	Report cards issued
January 18	Dr. Martin Luther King, Jr. Holiday-staff and students do not report
February 15	Parent/teacher conference day
March 11	Third quarter ends
March 12	Staff PD
March 15-19	Spring Break-staff and students do not report
March 22	Fourth quarter begins
March 29-April 1	Report cards issued
April 2	Spring Holiday-staff and students do not report
May 21	Fourth quarter ends-1:30 pm dismissal

School Schedule

Time	Subject/Activity
7:45-8:00a	Arrival & Breakfast
8:00-8:15a	Morning Meeting
8:15-8:30a	Calendar Math
8:30-9:30a	Math (Eureka)
9:35-9:40a	Wiggle Break
9:40-10:25a	Reading Lesson (Wheatley)
10:25-10:40a	Sight Words
10:40-11:40a	Guided Reading
11:40-12:10p	Writing
12:10-12:40	Lunch
12:40-1:00p	Recess
1:00-1:30p	Math Story Problem (CGI)
1:30-2:15p	Related Arts (PE, Art, Music, Character Lesson)
2:15-2:45p	Phonics
2:45-3:05p	Math Fluency
3:05-3:15	Pack up/Goodbye/Dismissal

School Operations

School Closings

KIPP Nashville will close due to inclement weather or other conditions whenever the local public school district (e.g., Metro Nashville Public Schools) closes all of its schools. If we are experiencing or expecting inclement weather or unforeseen circumstances, please monitor the MNPS Website (mnps.org) or our local television and/or radio stations for the latest school closing information. The KIPP Nashville academic calendar may be modified if closure days exceed stockpiled inclement weather and PD days. Any modifications to the calendar will be communicated to all staff as soon as possible.

In the occasional instance that Metro Nashville Public Schools cannot open, but KIPP Nashville can, all staff, students, and families will be notified via phone, text, and/or social media. We recommend that staff and families follow us on Facebook to get the most up to date information (@KIPP Nashville and @KIPP Antioch College Prep Elementary).

Early Dismissals

In the event that unforeseen circumstances cause an early dismissal, we will notify all staff, students, and families via email, phone, text, and/or social media. KIPP Nashville will follow the regular daily schedule until the time of dismissal.

Transportation

Parents/Guardians have the option of driving their children to KIPP Antioch College Prep Elementary (KACPE), signing them up to ride the KIPP Nashville bus or sending them on public transportation. KIPP Nashville offers limited bus transportation to students who live outside of a mile radius of campus and within the school's transportation zone. Families that live outside of the transportation zone must provide transportation for their student to the school or to a KACPE bus stop. Parents/Guardians may sign up for bus transportation at an enrollment meeting and/or at any point during the school year. Route and stop information and bus expectations will be shared with parents/guardians as a part of the enrollment process.

Student safety is the sole priority of the transportation team. Bus expectations are to be upheld by every student rider at all times. If at any time a student fails to do so, they may receive a consequence, which may include loss of bus privileges.

Students are automatically assigned to the bus stop closest to their home address. Bus Drivers will pick up and drop off students at their assigned bus stop daily. Parents/Guardians are responsible for their student's safety while getting to and from the bus stop and while waiting at the bus stop. Students are automatically assigned to the bus stop closest to their home address. Parents/Guardians are responsible for their student's safety while getting to and from the bus stop and while waiting at the bus stop. Students are to be standing at the bus stop 10 minutes prior to the bus arrival time. Students are not to be waiting in the house or car. Running to the bus stop is a very dangerous practice and could result in serious injury.

Any parents/guardians who would like to request a route or stop change, should contact Rosa Richardson, Transportation Manager, at (615) 986-1467. New route or stop requests may take up to 72 hours to process. In order for a student to be dropped off at a different stop, their parent/guardian must have submitted a request in writing at least 24 hours in advance to the school, and the Transportation Manager must have approved it and

notified the bus driver of the change. If the parent/guardian request is not approved, the Transportation Manager will notify them. Under no circumstances are students allowed off the bus without a written request from a parent/guardian and advance approval of the Transportation Manager.

Bus Safety Complaint Process

In the event of a bus safety complaint, the following process is followed:

- (1) The complaint is submitted via phone call to the Transportation Manager at (615) 986-1467.
- (2) Within 24 hours, the Transportation Manager will begin an investigation of the complaint.
- (3) Within 48 hours of receiving the complaint, the Transportation Manager submits a preliminary report to the Chief Operating Officer, including:
 - (a) The time and date the complaint was received;
 - (b) The name of the bus driver;
 - (c) A summary of the complaint; and
 - (d) Any prior complaints or disciplinary actions taken against the driver
- (4) Within 10 days of receiving the initial complaint, the Transportation Manager submits a written report to the Chief Operating Officer that details the investigation's findings as well as the action taken in response to the complaint.

Transportation Changes Procedure

We encourage parents/guardians to arrange pick-up of their children prior to dropping them off in the morning. If transportation plans change, parents/guardians must call the office by 12:30 p.m. to inform the school of the change. To ensure the safety of our student body, KACPE will not honor any transportation changes made after 12:30. Also, communicate all transportation changes to the front office--not the teacher or student. The front office will then notify the student of any transportation changes made by the parent or guardian.

Food Services

All families must fill out a federal free or reduced-price meal form at the beginning of the school year. These applications are processed by the Tennessee State Board of Education. Students who do not qualify for a federal free or reduced-price meal may purchase meals from the cafeteria: breakfast costs \$1.00 and lunch costs \$2.75 for students.

Families may choose for their students to eat school breakfast and lunch or to send students with their own meals to eat during designated times. Students are not allowed to share food brought from home with other students due to potential allergies.

Visitor Information & Procedures

We have an open-door policy at KIPP Nashville and are excited when visitors want to see our school. We also take school security very seriously. KIPP Nashville contracts with Raptor Technologies to ensure a strong screening process for every visitor to the building. This also applies to parents/guardians who visit our school.

Upon entering a building, visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a visitor for any reason does not have a US government-issued

ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge, in accordance with state law. A visitor's badge will be provided and must be worn at all times while in the building. A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. When a visitor leaves the building, h/she must return to the office to sign out.

Arrival Procedures

Arrival is between 7:45am-8:10am. It is very important that all students arrive on time and ready to learn.

Dismissal Procedures

Dismissal begins at 3:15. All car riders must be picked up by 3:30pm.

Attendance

Every school day matters. Students being present and on-time daily ensures that they maximize their learning time and sets them up for success. Research shows that students that consistently attend school "feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong future." At KIPP Nashville attendance is a priority.

In accordance with the state law, children ages 6-17 must be in school. Parents/guardians of children between the ages of 6-17 years are responsible for their child's attendance. If a student accumulates excessive absences the state truancy department could monitor attendance and initiate truancy as needed. Parents/guardians are expected to make sure that their child is in school **on-time, every day**. Try not to schedule appointments or vacations during school time. Please schedule appointments during school breaks or after dismissal.

Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. Students with excessive absences run the risk of not being promoted to the next grade.

Excused & Unexcused Absences

ALL absences will be reported as unexcused absences unless the school receives the following documentation within one (1) week of absence:

- Note from medical professional or parent/guardian specifying the excused sick days
- Religious holidays
- Parent/Guardian note indicating a funeral service
- US armed forces documentation regarding parent/guardian deployment
- Court documents mandating a court appearance – student will be excused only for the day(s) indicated on the documentation.

In the event that a student must be absent, please adhere to the following procedure:

- For planned absences, the parent/guardian must notify the office by phone or letter at least one (1) day in advance.
- For unplanned illnesses, the parent/guardian must notify the office by phone before 8:30 a.m. the day the student is absent.
- The student is responsible for completing the work they miss. Please work with your KIPPster's teacher to ensure missing work is complete.

Truancy & Chronic Absenteeism

In accordance with state law, students with five (5) or more unexcused absences are considered truant and the school will send a legal notice to the family.

Chronically absent is nationally defined as missing ten (10) percent or more of school.

As students accrue absences, the school will communicate with families in the form of regular progress reports that include attendance in addition to other student information.

When a student is chronically absent or in danger of truancy, the school will implement interventions to help improve student attendance. These may include: truancy notice, conducting an attendance assessment, providing resources to the family, and scheduling an Attendance Review Board (ARB) meeting with the student and parent/guardian to create an attendance improvement plan. The parent/guardian is expected to work with the school to improve their student's attendance, failure to do so may result in a truancy petition filed.

Failure to show progress on an improvement plan can result in a truancy filing with the juvenile court.

If a student misses ten (10) unexcused consecutive days of school with no communication, they are considered truant and the student will automatically be dropped from enrollment at KIPP Nashville and will be required to enroll in his/her zoned school.

Tardies and Early Dismissals

School hours are 7:45 a.m. to 3:15 p.m. Students who miss more than 50% of the school day are considered absent. Tardies and early dismissals mean missed class time which therefore has a negative impact on student achievement and disrupts the learning environment. Students should not arrive late or leave early unless it is for an excused reason mentioned above.

School doors open for students at 7:45 a.m. There is no staff supervision before that time. Students must arrive by 8:00 a.m. or they are considered and marked tardy. The doors will close at 8:00 a.m. and past that time students will need to check in through the main office.

Students are dismissed at 3:15 p.m. please do not take your child out of school earlier than the dismissal time.

In the rare event that a student needs an early dismissal, the following procedures must be followed:

- The parent/guardian must notify the office by phone or letter.
- The parent/guardian must bring a doctor's note or documentation
- The student remains in class or the office until an adult arrives at school to pick him/her up.
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed as an authorized pickup.
- The student must make up all missed work.

Early pick-up is not allowed after 2:30 p.m.

Student Privacy

Student Records

A cumulative record will be kept for each student enrolled in school. The record's contents will include academic, attendance, and health records. The record will be kept current and confidential and will accompany the student through his/her school career.

The school administration is responsible for all student records. They will discuss, explain, and/or make available to an eligible student (i.e., 18 years of age or older) or parents/guardians any records on file. If a parent/guardian would like to examine a child's record, the parent/guardian should submit a request in writing to the Principal. Within 10 days, the eligible student or parent/guardian will be allowed to inspect the file and may request a copy of some or all the information contained in the record. There are two different types of student records, directory information and confidential records, and each will be treated differently.

Directory Information

Directory Information is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parent/guardian. For example, teachers may distribute class lists to everyone in the class so that students may help each other with homework. If a parent/guardian would not like such information released, he/she should submit a request in writing to the Principal.

Confidential Records

Confidential Records include final grades, disciplinary actions, and health records. Confidential records will not be made available to any non-school or non-KIPP Nashville personnel without written consent by the parent/guardian.

Access to Student Records

Authorized school officials may release information from a student's education record if the student's parent/guardian or the eligible student gives written consent for the disclosure. Such written consent must include:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent/guardian or eligible student;
5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The student's parent/guardian or the eligible student may obtain a copy of any records disclosed under this provision.

Authorized school officials shall have access to and permit access to student education records for legitimate educational purposes. A "legitimate educational interest" is the official's need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student's education; and
3. Perform a service or benefit for the student or the student's family such as health care, counseling, or student job placement.

In certain cases, school officials are permitted to release information from or permit access to a student's education record without prior written consent of the parent/guardian or eligible student, including:

1. To comply with a judicial order or lawfully issued subpoena. The school will make a reasonable effort to notify the student's parent/guardian or the eligible student before making a disclosure;

2. If the disclosure is an item of directory information;
3. To comply with the requirements of child abuse reports to the extent known by the school officials, including the name, address, and age of the child; the name and address of the person responsible for the care of the child; and the facts requiring the report;
4. When a student seeks or intends to enroll in another school district or a post-secondary school. Parents/Guardians of students or eligible students have a right to obtain copies of records transferred under this provision;
5. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
6. To an agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.

Uniform Policy and Expectations

KACPE's dress code requires that all KIPPsters wear uniforms--no exceptions. Uniforms help maintain a school culture of unity and academic excellence. We require KIPPsters to wear uniforms to eliminate the inevitable distractions and status distinctions caused by clothing to ensure that our KIPPsters are focused on learning. All KIPPsters must adhere to the dress code guidelines just as members of a sports team are required to wear a uniform to show their strength in unity, so too are KIPPsters of KIPP Antioch College Prep Elementary. When you look at a group of students in KIPP Antioch uniform, it is a powerful visual statement of our community. Students make a commitment that when they put on the KIPP Antioch uniform, they are agreeing to live up to KACPE's high expectations. Uniforms reflect a high sense of professionalism. Students look neat when they arrive at school with shirts tucked into their khaki pants. The students come mentally prepared for school and "dressed for work."

Official KACPE uniforms must be purchased using this website:

<https://www.frenchtoast.com/schoolbox/schools/kipp-antioch-college-prep-elementary-school-QS5VCLS>

All students are required to wear the following:

1. Top: official KIPP Antioch top (short-sleeve polo, long-sleeve polo, button-down oxford, or KACPE jumpers/dresses)
2. Bottom: khaki pants, shorts or skirts/skorts. Leggings may be worn under skirts/skorts. Any leggings must be a solid color. Leggings may not be worn as pants.
3. Socks may be any solid color.
4. KIPPsters must use the official KACPE backpack, which is a part of the uniform.
5. Shoes must be closed-toe (no sandals, flip-flops, etc.)

Additional Guidelines:

- The KACPE sweatshirt and cardigan is the only outerwear that can be worn inside the building. Other outerwear must be removed upon entering the building.
- Shirts must be tucked in at all times.

- While we do not sell shoes, we do recommend that kindergarten children use velcro or slip-on shoes until they can tie their own laces.
- Socks, stockings, and leggings must be a solid color.
- KIPPsters may only wear plain, short-sleeve, white shirts underneath their uniforms. Writing or designs should not be visible through the polo. KIPPsters will be told to remove any shirt not in compliance with the dress code.
- No suspenders should be worn over any uniform shirt.
- KIPPsters and parents should make every effort to ensure that the uniform shirts and pants are cleaned regularly.
- KIPPsters are required to wear their school polo to school every day, except for Fridays. Every Friday, students may opt to wear any KIPP t-shirt or college t-shirt.

Student Supplies

<p>3 boxes of 24 crayons</p> 	<p>1 pack of Markers</p> 
<p>1 Packet of Pencils *Pre sharpened Pencils are a plus!</p> 	<p>1 packet of colored pencils</p> 
<p>4 glue sticks</p> 	<p>2 bottles of glue</p> 

<p>1 Container of Clorox Wipes</p> 	<p>1 bottle of Hand sanitizer</p> 
<p>1 box of 2 gallon zip lock bags</p> 	<p>1 Pack of Dry Erase Markers</p> 
<p>1 pair of small scissors</p> 	<p>1 watercolor set</p> 

Computer & Internet Policy

The use of technology resources by students, staff members, or visitors to KIPP Nashville schools is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the school.

The following are prohibited activities and may result in the student temporary or permanent loss of technology privileges, or further disciplinary actions: the use of offensive language or images, profanity, harassment or bullying, impersonation of another, and hacking/damaging a system or network. This list is not comprehensive.

Internet Safety Measures

KIPP Nashville is committed to ensuring internet safety for our students. Through widespread use of content filtering, we are controlling access by students to inappropriate content matter, the online spaces for direct communications (e.g., chat/email), and preventing unauthorized access including hacking from internal or external sources. We will monitor internet use vigilantly to ensure students do not access materials that may be harmful to them.

Chromebooks

All student Chromebooks are owned by KIPP Nashville and are loaned to the student and their family for use throughout the school year and are expected to be in good working order at all times.

Student Chromebooks must not be left unattended at any time. They must be in a student's possession or secured in a designated location within the classroom. If a Chromebook is found unattended, it will be turned in to the school administrator. School-issued and owned Chromebooks and iPads must be carried and transported appropriately on and off campus.

- Chromebooks should be closed when carried in order to avoid damage to the hard drive resulting in the permanent loss of data.
- No food or beverages should be in the vicinity of Chromebooks.
- Chromebooks and iPads should be handled with respect and care and are not to be defaced or damaged in any way. Inappropriate treatment of school-issued devices will result in school repossession of these devices for a period of time determined by the administration. This includes placing any stickers on the device.
- In the case of theft of a school-issued device, a police report must be filed, and a copy of the police report (including the device's serial number) must be submitted to the Director of Operations in order to process the insurance claim.
- The school reserves the right to remove any software that has been installed on school owned devices that impedes the educational purposes of the school's technology program.

Copyright Law

Copyright law protects the ownership of a person's creative works. In an educational setting, students are permitted to use others' works under the Fair Use Clause, if they meet the restrictions and cite the work.

Downloading and Installing Software

- All installed software must be a legally licensed copy.
- The downloading of music files, video files, games, etc., through the school's network is prohibited unless it is part of an assigned, in-class activity.
- Applications, software, movies, songs, and other materials protected by copyright law may not be transmitted or duplicated. This includes copyrighted movies, which may not be "ripped" from DVDs or downloaded from the Internet and copied onto laptops.
- Unauthorized duplication, installation, alteration, or destruction of data programs, hardware, or software is prohibited.

Consequences

KIPP Nashville reserves the right to enforce appropriate consequences for the violation of any section of the responsible use policy. Such consequences could include the loss of the use of any school-owned for a specific amount of time determined by the administration and members of the technology department and may include possible disciplinary action and possible legal action. These consequences apply to all students using any electronic devices on the school's campus, whether these devices are personally owned or school-issued.

Any electronic device used on the school network, even if privately owned, is subject to all policies and consequences of the responsible use policy, including the right to search the device, remove content from the device, and the right to retain the device in the school's possession, if there is an infraction of the responsible use policy.

In the case of repeated abuse and/or damages to a device, the school has the right to revoke a student's privilege of using a device. Any change of the operating configuration or settings is subject to disciplinary measures by school administrators.

Damage or Lost Device

Any damage or loss of school-issued electronic devices that is the result of intentional damage or negligence is not covered by the device's insurance. Consequences for these actions will include the student paying for the repair or replacement of the device, as well as other disciplinary actions as determined by the school administration.

Should repairs that are not covered by insurance be required, or a full replacement is required, the student's family is responsible for supporting that cost.

- First incident per year: \$50
- Second incident per year: \$50
- Third incident per year: loss of use

Academic Program

Overview

KIPP Wheatley - Shared Reading

Every student will participate in a shared reading block daily. KACPE uses KIPP Wheatley, which is a comprehensive literacy curriculum. It is designed to help students meet Common Core State Standards for reading, writing, and language. It provides opportunities for close reading, writing, and speaking based on high-quality, diverse, and texts that are culturally relevant to students within a comprehensive, college-ready curriculum.

Reading Mastery - Phonics

KACPE uses a phonics program, Reading Mastery, which is designed to provide systematic reading instruction to students in grades K–6. Reading Mastery is a research based instructional program used for both stand alone instruction as well as reading intervention. During this instructional block, students are grouped with other students at a similar reading level, which allows for instruction to be targeted and differentiated based on student need.

Sight Words

Sight words are very important for children to master because they account for up to 75% of the words used in beginning children's printed material. During this daily block students systematically work their way through mastering sight words that are specific to their grade level and reading level.

Independent Reading Centers

During the daily guided reading block there is time for students to work independently on literacy skills. This independent time is used strategically according to the needs of each student group. Students will work on a combination of the following items throughout the year independently: computer based literacy programs, independent phonics centers, independent reading, and independent writing. centers.

Independent Reading

The goal of independent reading is to allow students to create independent reading habits that foster the love of reading. Students will learn how to independently pick books that are a “good fit” for them. Good fit books are the right level, can be understood independently. Independent reading leads to an increased volume of reading, and research has found that the more one reads, the better one reads. The more one reads, the more knowledge of words and language one acquires. Throughout the year there will be opportunities for students to track the number of books they are reading and to work toward independent reading incentives.

KIPP Wheatley Writing

Each day students participate in rich writing instruction. KIPP Wheatley Writing provides students with a process-based, multi-genre, text-based writing curriculum aligned to the Common Core State Standards. Writing activities guide students towards deep content knowledge and support mastery of diverse writing formats and skills.

CGI

Cognitively Guided Instruction (CGI) is a daily math problem solving block. It is a student-centered approach to teaching math. Students are presenting with a challenging word problem to explore. Teachers observe, prompt, and support students in their problem solving process. Students then gather together and have a teacher

guided math discourse where they share strategies, learn from each other, and discover new mathematical understandings.

Eureka Math - Whole Group Math

KACPE uses Eureka math as the basis for their math curriculum. Eureka math is a rigorous and common core aligned curriculum used each day as the largest component of the math block. It combines math fluency, problem solving, and content development to teach students the daily objective. Students then move into independent math practice and are assessed daily with an objective aligned exit ticket. Teachers use a combination of whole group and small group settings to best meet the needs of students.

Math Fluency

Math fluency is a block of the day where students build fluency skills aligned to the common core state standards. Each grade level gives students daily interactive practice with their specific math fluency skill. Fluency is assessed weekly and mastery is tracked so instruction can be adjusted accordingly

Calendar Math/Math Meeting

This is a block of the day where students use mathematical routines to practice key skills over the course of the year. This block of the day is strategically planned by the grade level and is adjusted based on current progression in the daily curriculum and is also driven by data.

Math Independent Centers

Students have time daily to work independently within the math block. During this time teachers strategically prepare high leverage work that will help strengthen mastered skills, provide additional practice, and challenge students that may be able to excel beyond grade level expectations. Options during this time can include: independent math centers, online math instructional programs, teacher led small groups, and math intervention.

Intervention

Intervention is a time in the day that allows students to get instruction targeted towards specific learning needs. Intervention can include math and literacy based instruction. It may be provided by classroom teachers, interventionists, or instructional experts in the building. Students needing intervention will be identified using a variety of assessment and performance data points, including but not limited to: STEP, MAP, module data, interim data, daily exit ticket mastery, and teacher input.

Science

This block of the day is a time when students can develop their inquiry skills. We will utilize the curriculum Amplified, which is aligned to the next generation science standards. This curriculum provides hands-on experiences with scientific concepts while promoting critical thinking and problem solving.

Grading Policy

Grades K-2

In KIPP Nashville schools, grades K-2 do not administer standard letter grades, but rather a quarterly report of student mastery of key concepts and skills. The K-2 quarterly report card includes the following information:

- **STEP Level:** This level represents a child's reading level. The report card will share the child's level and whether that child is above, on, or off track to meet grade level goals.
- **Sight Word Mastery:** The report card will also indicate the percent of sight words a child has mastered in a given quarter

- **Writing Rubric:** Each quarter students complete writing assignments, which are graded on a rubric. The report card will show a child’s rubric score and whether a child is above, on, or off track to meet grade level goals.
- **Math Fluency:** The report card also indicates a child’s master of certain math fluencies by quarter and whether the child is above, on, or off track to meet grade level goals.

Conduct grades are based on behavior and shall not be deducted from quarterly report card grades.

Below is a table to summarize what constitutes mastery performance at each grade level:

Assessment	Kindergarten	1st Grade	2nd Grade
STEP	End of Year: STEP 4	End of Year STEP 7	End of Year STEP 10
MAP	50th percentile or above	50th percentile or above	50th percentile or above
Wheatley Module Assessments	60% or above	60% or above	60% or above
Eureka Module Assessments	80% or above	80% or above	80% or above
Math Spiral Assessment	80% or above	80% or above	80% or above
Sight Word	80% or above	80% or above	80% or above
Math Fluency Set	80% or above	80% or above	80% or above
Math Interim	80% or above	80% or above	80% or above
Amplified Science Assessments	70% or above	70% or above	70% or above

Assessments

2020-2021 Required Tennessee Student Assessments

English Language Learner Assessments				
Assessment	Grades	Purpose and Use	Assessment Window	Reporting
WIDA ACCESS Placement Tests for English Learners (also called W-APT)	K-11	W-APT (WIDA ACCESS Placement Test) is given to students who speak a language other than English at home. It is used to help determine which kind and level of English language	Administered to English Learner students at the time of	Tests are scored and the results are given to parents/guardians immediately

		support they need. It also helps us know in which level to place students for the annual assessment all English Learner students take.	enrollment	
WIDA ACCESS for English Learners	K-12	This assessment helps determine language proficiency of English Learner students. It is the test the state gives every year to measure student performance in English language proficiency.	March–April	The state releases individual student reports with details of performance. These are distributed to schools and then shared with families.

KACPE Assessments

KACPE uses a variety of assessments throughout the year in order to determine the academic success of all students. Assessments allow teachers and staff to ensure all students are learning, growing, and developing. We use data from these assessments to drive instruction and differentiate for the needs of all learners in our school. Below is a table summarizing the assessments used over the course of the year.

Assessment Name	Description	Time of Assessment	Purpose of Assessment
<i>NWEA-Measure of Academic Progress (MAP) Assessment</i>	NWEA-MAP assessments are used to measure a student's growth in Mathematics and Reading. The Fall assessment gathers baseline data. The Winter assessment measures progress. The Spring assessment measures the students' growth to that point.	Kinder-August, January, and May First-August and May	Screens KIPPsters for potential academic gaps; compares KIPPsters performance to students around the country to ensure college readiness
End of Module Assessments	Module assessments are given at the end of Math, Shared Reading, and Writing modules to assess understanding of grade level standards.	At the end of each content module	To determine whether KIPPsters have mastered recently taught grade level content

Interim Assessments	Interim Assessments are given at the end of each quarter. They are cumulative: include all content taught up to that point in the year.	At the end of each Quarter	To determine if KIPPsters have mastered all grade level standard content up to that point in the year.
<i>Strategic Teaching and Evaluation of Progress-STEP Assessments</i>	STEP™ assessments are used to assess students at multiple points across the year to determine current achievement and instructional needs as they progress across 19 distinct developmental levels in reading proficiency equivalent to Kindergarten through 5th grades.	October, December, March, May	To determine whether KIPPsters are on grade level in reading
Foundational Literacy Assessments	Foundational Literacy assessments include sight words, letter names and sounds, reading, writing, and spelling words. They are used to determine if students are meeting grade level expectations for key elementary literacy skills.	Weekly/Bi-Weekly	To determine growth based on instruction
Foundational Math Assessments	Foundational Math assessments include: fact fluency, number identification, counting, and CGI assessments. They are used to determine if students are meeting grade level expectations for key elementary math skills.	weekly/bi-weekly/ quarterly	To determine growth based on instruction

<p>Progress Monitoring</p>	<p>When students are not showing progress in the regular classroom setting, students receive small group instruction on their level by shifting the strategy being taught or slowing down instruction. Progress monitoring is an essential part of successful intervention. It is the scientifically based practice of assessing students' academic performance on a regular basis. This helps to determine if instruction is supporting student growth.</p>	<p>Weekly</p>	<p>Quick screeners that are tracked to determine if academic interventions are working</p>
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Assessments for 20-21 School Year (Updated Yearly)

Assessment	Cadence
STEP	Quarterly
MAP	Beginning, Middle, End of Year
CGI Assessments	Ongoing
Phonics (Reading Mastery)	Ongoing
Wheatley Reading CheckPoint	1-2 per module assessment
Wheatley Reading End of Module	1 Per Module
Wheatley Writing CheckPoint	1 per module assessment
Wheatley Writing End of Module	1 Per Module
Eureka Mid-Module Assessment	1 Per Module
Eureka End of Module	1 Per Module
Math Spiral Assessment	bi-weekly
Sight Word	Weekly
Math Fluency Set	Weekly
Math Fluency Final Set	Approx. Every 4 Weeks
Math Interim	Quarterly

Progress Reports & Report Cards

Progress Reports and Report Cards are tools used to communicate the academic progress of each KIPPster.

Progress Reports

Progress reports are created and sent home bi-weekly. The items on the progress report are determined by the Academic Assistant Principals. At their discretion they will include items that give parents the most comprehensive view of how their student is progressing. The progress report items will include a mixture of math and literacy items.

Report Cards

Report cards are sent home at the end of each academic quarter. These are the formal recordings of student progress throughout the year. Report card items are normed across the region and reflect performance in all core subjects and levels of performance on key academic assessments.

Homework

Homework will be provided to each KIPPster weekly. Homework should include:

- Review of previously mastered material
- Practice of recently learned concepts
- Sight practice opportunities
- Math fluency practice opportunities
- Tracking of Independent reading

Homework Grading/Tracking

Homework is checked daily for completion, and is logged/tracked in Dean's List. Student feedback is provided directly on the packet via feedback code and/or comments. Families, please support your teacher and student to ensure that homework is completed neatly every night.

How Can I Get Better?

Feedback!



Sending Home Student Work

Sending home student work is an important way for KACPE teachers and staff to give parents an insight into the type of work their students are doing daily and how they are progressing through daily lesson objectives. Each student will be given a "student work" take home folder. This folder will include a parent signature log and pockets to hold student work. Current student work will be sent home each week on Wednesday. Parents will be expected to keep and review the student work and to sign the signature log indicating their receipt of the work. Parents are encouraged to reach out with questions, comments or concerns that arise. Student work that is required to be sent home includes:

- Exit tickets across all subjects
- Mid-Module Assessments
- Spiral Quizzes
- Illuminate parent letters summarizing Assessments that will be kept for conferences such as: module assessments, Interim Assessments, and other larger benchmark tests
- Sight word Assessment Illuminate Print Outs

Make-Up Work Policy

When students are absent from school teachers are required to provide students with the necessary tools and instruction to close gaps that may arise due to that absence. Not all work throughout the day needs to be completed in order to support the student in closing gaps that arise from an absence. In order to maintain a clear picture of where students are through assessments the following is a list of assessments that need to be made up within 72 hours of a student's return to school. If there is a need for an extended timeline, the instructional AP and classroom teachers can make an agreed upon timeline.

Assessments that are Required Makeups

- Mid-Module Assessments
- End of Module Assessments
- Interim Assessments
- Sight Word Assessments
- Math Spiral Assessments
- CGI Assessments
- Fact Fluency Final Assessments

Promotion & Retention

At KIPP Nashville, our ultimate goal is to ensure that all of our KIPPsters are prepared to succeed on their path to and through college. By the time our students leave us after 8th grade, we want to ensure they have the academic knowledge, skills, and habits to succeed in rigorous, college-preparatory high schools. For some students, repeating a grade level may change their trajectory on their path to and through college by providing an opportunity to close a gap in the knowledge, skills, and habits needed to succeed in high school. In these situations, we consider retention in the current grade level to be an option that aligns with our mission and goals for our KIPPsters.

The following criteria are considered for a student's promotion or retention.

- *Mastery of essential competencies.* Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level. KIPP Nashville considers for retention any student who is:
 - Any student two levels below goal on the STEP Assessment
 - Students not making typical growth on MAP and still in the bottom quartile of performance in either ELA or Math
 - 3rd and 4th grade students who have a year-end average of less than 70 in reading and math can be retained in the current grade
- *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.
- *Conduct.* Retention shall not be used as a disciplinary measure. A student's social emotional development, however, will be considered when making a retention decision.
- *Previous retention.* Students shall not be retained more than once in the same grade.
- *Special Education.* Students who have Individual Education Plans (IEPs) will be promoted to the next grade based on successful completion of the goals on the IEP.

- *English Language Learners*. Retention of English Learner (EL) students shall not be based solely on English language proficiency

KIPP Nashville will identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be considered for retention no later than February 1. However, a student may be identified for retention after February 1 if the delay is due to:

- Date of enrollment; or
- Additional information acquired after results of local assessment, screening, or monitoring are released.

Once a student has been identified as having a “promotion-in-doubt” status, the school team will notify the parent/guardian to develop a promotion plan. This plan shall be provided to the student’s parent/guardian and the school shall offer to hold a parent-teacher conference to discuss the promotion plan.

If a student qualifies for retention, he or she will repeat the same grade the following year. He or she may only be promoted at the discretion of the Principal. Parents/Guardians may appeal the retention decision to KIPP Nashville’s Head of Schools. The Head of Schools will review the students’ data and the recommendation and make the final appeal decision.

KIPP Nashville does not offer summer school for elementary school students, and it is not something KIPP Nashville considers when making promotion decisions.

Parent/Guardian Communication

Communication to parents/guardians regarding student grades and academic progress may include, but is not limited to:

- Dean’s List
- Phone Calls/Texts/Emails
- Conferences
- Mid-quarter progress reports
- Report Cards
- Letters home
- Progress Monitoring Reports*
- IEP Progress Reports*

**for students serviced by Special Education*

Teachers will proactively notify parents/guardians whose child is in danger of not passing for a given quarter.

Review of Instructional Materials

In accordance with state law, parents/guardians of a student shall be entitled to review all instructional materials, teaching materials (including handouts), textbooks, and teaching aids used in the classroom of their child. As defined for the purposes of this policy, “instructional materials” denote instructional content provided to the student, regardless of format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats. Parents/guardians may also review tests that are developed and graded by their child’s teacher. The above materials shall be made available by the school, upon request, to parents/guardians for review.

Policy for Granting Parent/Guardian Review of Instructional Materials

Any parent/guardian who would like to review instructional materials should contact the Assistant Principal, or designee. If a school has more than one Assistant Principal, the parent/guardian should contact the Assistant Principal over that content area (e.g., STEM or ELA) or grade level.

Parents/Guardians may request to review instructional materials via email, phone call, or submitting a written request. The Assistant Principal will respond within five (5) school days regarding the request. The Assistant Principal will schedule a time for the parent/guardian to come in and review any requested curricular materials.

Procedure for Responding to Related Grievances

If a parent/guardian expresses a grievance with how a test or assignment was graded, the parent/guardian should first reach out to the teacher to discuss the concern. If the issue is not resolved, the parent/guardian should follow the formal complaint procedures outlined in this handbook.

If a parent/guardian expresses a grievance for instructional/curricular materials, the parent/guardian should first request a meeting with the teacher and Assistant Principal for the appropriate content and/or grade level. If the issue is not resolved, the parent/guardian should follow the formal complaint procedures outlined in this handbook.

Student Culture & Conduct

We believe in developing the whole child—your KIPPster will grow academically, socially, and emotionally at KIPP. In order to foster this growth, it is vital that we ensure a consistently calm, safe, and positive classroom environment.

To establish and maintain a school culture that promotes learning and respect for self and others, we have created a behavior communication system that all members of our community uphold, both inside and outside of school. This system holds KIPPsters accountable for following teacher directions, actively listening during instruction, and showing respect to both adults and other KIPPsters. We start the year by explaining to KIPPsters not only what our behavior expectations are, but also why it is important to our school community, since we want KIPPsters to develop ownership over their conduct. Core Habits

Student Behavior System

The KAPCE behavior system is designed to focus students on our mission by ensuring that class and school environments are safe and orderly. Below is a description of the school behavior system that is in place:

- while the student is on school grounds;
- during a school-sponsored activity;
- on the school bus or bus stop; or
- during events sufficiently linked to school.

At KACPE, supporting KIPPsters' behavior as well as their social and emotional development requires a partnership between school and home. Teachers and staff have high expectations for KIPPsters' behavior, but also work to teach the underlying skills that KIPPsters need to meet those expectations. Throughout each day, KIPPsters' receive feedback from teachers and staff on their behavior. These may include reminders, warnings, and logical consequences. Through our system called Dean's List, families can see what types of behaviors KIPPsters showed throughout the day, as well as see an overall end of day color: Green (great day), Yellow (okay day), or Red (challenging day).

Birthdays & Celebrations

We love birthdays at KIPP Antioch! If you would like to celebrate your student's birthday, please contact your student's homeroom teacher to determine the proper procedure for birthday celebrations.

Suspension Policy

If a student commits one of the infractions listed below, the student shall receive an out-of-school suspension. Before the student is returned to class, the student, parent/guardian, and the Assistant Principal of Culture will meet in order to address the student’s behavior and plan for improvement. Infractions include the following:

Infraction	Consequence
<ul style="list-style-type: none"> ● Gross disrespect of a fellow student ● Gross disrespect of faculty or staff ● Gross disrespect of school property 	1-2 days
<ul style="list-style-type: none"> ● Departing, without permission, from class, floor, building, or school-sponsored activity ● Setting off false alarms or calling in groundless threats ● Damaging, destroying, or removing personal or school property or attempting to do so ● Making verbal or physical threats, empty or otherwise 	1-3 days
<ul style="list-style-type: none"> ● Fighting, pushing, shoving, or unwanted physical contact ● Committing sexual, racial, or any form of harassment or intimidation ● Repeated and fundamental disregard of school policies and procedures 	2 or more days

Expulsion Policy

Expulsion is any removal from KIPP Nashville schools for more than 10 days. Students may be expelled for demonstrating any of the expellable behaviors listed in the chart below.

Behavior	Definition
Harassment of School Staff	Repeated incidents of intentional verbal, electronic, sexual, or physical harassment or intimidation directed at teachers, administrators or school staff. Documentation of incidents must be included in referral.
Assault of a Student	Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (T.C.A. 49-6-3401).
Under the Influence of Illegal Drugs	Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code. Qualifies for First Time Drug Offender Program.

Threats: Class 2	A credible threat to cause harm to students, staff or school. The threat must be verbal or written and include a detailed plan. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of the school and/or school community.
Bullying	Any intentional act that is severe, persistent or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of: 1. Physically harming a student or damaging a student's property 2. Knowingly placing a student(s) in reasonable fear of physical harm or damage to the student's property 3. Causing emotional distress to a student(s) 4. Creating a hostile educational environment Bullying incidents must be reviewed for civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.
Cyberbullying	Using technology, including, but not limited to email, cell phones, voicemails, texts, photos, video messages, instant messaging, defamatory websites, social networking sites, online personal polling sites or journals to bully another student. See the definition of bullying above.
Harassment	Harassment is misconduct that: 1. May be perceived or described as bullying, hazing, or cyberbullying, discrimination or intimidation 2. Is based on a student's real or perceived race, color, religion, national origin, disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and 3. Creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent to interfere or limit a student's ability to participate in school services, activities, or opportunities. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.
Sexual Harassment	Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment include, but are not limited to: unwelcome sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature (including nudity), sent by electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.
Assault of a Teacher or Staff	Any act, intentional or unintentional, that causes or has the potential to cause physical injury to a teacher or school staff. An assault is more than incidental contact. Pushing or bumping a bus driver while the bus is operating constitutes assault of staff.
Extreme Disruption of the School Environment or Bus	Intentionally disrupting the school environment or bus to the extent that the safety of other students is at risk. The discipline referral must include evidence of actual disruption and actual risk of harm. Starting a fire or igniting fireworks constitutes extreme disruption. Using technology to access

	and alter student records or electronically tampering with MNPS records or databases in a manner that impairs normal school functioning constitutes extreme disruption
Group Fighting	Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one-on-one fights.
Gang Intimidation	A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person. Evidence must be provided in the referral showing that a student is gang-involved and intimidation is gang-related
Off Campus Behavior: – For a felony charge under T.C.A. 49-6-3051(b) OR – An act committed against a member of the student’s school community that poses a threat to the safety of the school	Students may be subject to disciplinary action for off-campus behavior when: 1. The student’s behavior results in a felony charge under T.C.A. 49-6-3051(b): murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery and the student poses a threat to the safety of other students or staff. 2. When a student commits an act against a member of the student’s school community that poses a threat to the safety of other students or school staff in the student’s school as determined by the results of a threat assessment. The referral must include a specific description of the safety threat posed to students or staff.
Sexual Assault	Unwanted sexual contact with the use of force against a person’s will or when the victim is unable to give consent that poses physical, emotional or psychological distress or injury upon the victim.
Robbery	Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.
Reckless Endangerment	A reckless action in which the behavior causes serious injury or may potentially cause serious injury. The potential harm must be foreseeable by a reasonable person.
Repeated Fighting	A student who participates in three (3) or more fights during the current year
Vandalism	Willfully destroying or defacing school or personal property. The damage caused is over \$1,000. A child’s willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.
Theft Over \$1,000	Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$1,000. A child’s willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Refusing or Fleeing Drug or Weapon Search	A student who refuses to submit to a drug or weapon search when requested is in violation of this code. Reasonable suspicion of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Program.
Sexual Intercourse	Engaging in any form of consensual sexual intercourse (including oral sex) on school grounds, on the bus, or at school activities or events. A mandatory expulsion of 60 school days will be issued for a first offense. For a second offense, a student may be expelled for up to a calendar year.
Rape	Committing oral, anal or vaginal penetration with use of force, against a person's will or when the victim is unable to give consent.
Attempted Homicide	Attempting to kill another person
Homicide	Killing another person
Threats by Electronic Transmission (ZT)	A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention
Drugs (ZT)	Unlawful possession, use or distribution of drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit.
Aggravated Assault (ZT)	Intentionally or knowingly 1) Causing serious bodily injury or 2) committing an assault with a deadly weapon of a teacher, school staff, or SRO. "Serious bodily injury" is injury that requires more than basic first aid. A "deadly weapon" is a weapon, such as a firearm or knife, that is designed to inflict serious bodily injury.
Explosives (ZT)	Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a Zero Tolerance offense only if the altered fireworks are identified as an explosive by law enforcement officials. Fireworks are not considered an explosive.
Firearm (ZT)	Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.

KIPP Nashville upholds expulsion decisions of all MNPS schools.

Additional Behaviors Leading to Expulsion

The Principal has the authority to expel a student to preserve the sanctity of the learning environment and protect the student body from behavior that is so repeatedly disruptive as to prevent the orderly operation of the school. Therefore, an excessive number of out of school suspensions for behavior disruptive to the function of the school day will trigger an expulsion. In addition, the Principal has the authority to expel a student should they engage in egregious disrespect that seriously impairs the ability of the school to function.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or laws of Metropolitan Nashville and Davidson County, may be handled in cooperation with the Nashville Police Department and may result in expulsion.

Expulsion Process

When a student has committed an action that warrants an expulsion, the school Principal will begin an investigation. The Principal will contact their manager to provide context for the investigation. Students will be placed on suspension during the investigation process of expellable offenses and be afforded due process (the opportunity to give his/her written account of what happened). The investigation process may last now more than two (2) days. After the investigation, a KIPP Nashville Principal will contact his/her manager to share the findings of the investigation. If the Principal decides to expel a student, with the approval of his/her manager, the student's parent/guardian shall be given a Notice of Expulsion letter including written notice of the charges and the right to either:

1. Accept the expulsion from KIPP Nashville; or
2. Request an Expulsion Appeal Hearing in front of KIPP Nashville's Disciplinary Hearing Authority ("DHA").

Requesting and Scheduling an Expulsion Appeal Hearing

If a student is expelled from a KIPP Nashville school, the student's parent/guardian has the right to request an expulsion appeal hearing. The request for a hearing must be in writing and occur within five (5) days of the receipt of the Notice of Expulsion letter by the Principal to expel the student.

KIPP Nashville will hold the expulsion appeal hearing within ten (10) school days from the beginning of the suspension proceeding the notice of expulsion in which the investigation was conducted. In addition, the Principal will provide the student's parent/guardian with a written Hearing Notice including the following, which will be translated into the student's and/or parent's/guardian's primary language as necessary:

- Date, time and place of the hearing;
- Charges and a summary of the evidence against the student, which will include the substance of the allegations; and
- Agenda for the hearing.

Proceedings of the Expulsion Appeal Hearing

Notice that the student has the following rights at the hearing:

- The student may be represented by a parent/guardian, a legal representative, or other representative at the student's expense. If the student and/or parent/guardian wish to bring legal representation to the meeting they must notify the Principal, in writing, at least 48 hours prior to the meeting.

- Due to the potential sensitivity of issues addressed, the expulsion hearing is a closed hearing; only the student, the student’s family/representatives, the school administration, witnesses, legal counsel, and the DHA may attend; provided, however, that the student may request an open, public meeting by informing the school of the request in writing, within five (5) days after receipt of the Notice of Expulsion.
- The student’s parent/guardian, upon request, may review the student’s records from the school in accordance with applicable law.
- The student has the right to present witnesses and arguments in the student’s defense and to ask questions of school administrators who present information at the hearing, within the process and time constraints set forth in the agenda.
- The school may present information collected from student witnesses through school administrators, in lieu of calling the student witnesses themselves, to the extent permitted by applicable law and due process. The school will be represented by the Principal or Assistant Principal.
- The DHA will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
- Proceedings will be translated into the student's and/or parent's/guardian’s primary language if necessary for their understanding.

Deliberation and Decisions

The decision maker at the hearing will be the DHA, which will consist of an odd number of and no fewer than three (3) persons chosen from among the following: KIPP Nashville’s Executive Director, the Principals of any KIPP Nashville school, and the Assistant Principals or Deans of any KIPP Nashville school; provided, however that the Principal, Assistant Principal or Dean of the school that the student attended at the time of the incident will not be a member of the DHA for that student’s expulsion appeal hearing. At the conclusion of the hearing, the DHA will deliberate and issue a decision. The following procedures apply to the deliberation and decision:

- During deliberations, all parties will be excused excluding the DHA.
- In its fact-finding, the DHA will decide based upon the information presented at the hearing whether it is “more likely than not” that certain alleged incidents occurred.
- The vote of a majority of the members of the DHA will constitute the decision of the DHA.
- The DHA may order removal of the expulsion, may suspend the student for a specified period of time, or may uphold the expulsion.
- During its deliberations, the DHA may consult the Principal who recommended expulsion solely for discussing appropriate sanctions that are less severe than expulsion, provided, however, that:
 - the student’s representative may be present while the DHA is consulting lesser sanctions with the Principal, and;
 - in no event will the Principal during these discussions provide new evidence for expulsion that was not presented at the expulsion hearing.

The DHA's decision will be issued in writing to the student within three (3) business days of the hearing. The written decision will be translated into the student's and/or parent's/guardian's primary language if necessary for their understanding.

In addition to the above stated policies, any breaches of federal, state, or local laws may be handled in cooperation with the local police department.

Zero Tolerance

In order to ensure a safe and secure learning environment, the following offenses shall not be tolerated:

Weapons and Dangerous Instruments

Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon on school buses, on school property, or while on school sponsored outings. Dangerous weapons for the purposes of this policy shall include, but are not limited to, a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

Violators of this section shall be subject to suspension and/or expulsion from school.

Firearms

In accordance with state law, any student who brings to school or is in unauthorized possession of a firearm on school property shall be expelled for a period of not less than one (1) calendar year.

Explosives

In accordance with state law, any student who possesses any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, fireworks altered to constitute an explosive, mines and similar devices, shall be expelled for a period of not less than one (1) calendar year.

Drugs

In accordance with state law, any student who unlawfully possesses, uses or distributes drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug) shall be expelled for a period of not less than one (1) calendar year. Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit.

Aggravated Assault

In accordance with state law, any student who commits aggravated assault or commits assault that results in bodily injury upon any teacher, Principal, administrator, any other employee of the school, or school resource officer shall be expelled for a period of not less than one (1) calendar year.

Electronic Threats

In accordance with state law, any student who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention shall be expelled, but it is not required that the expulsion last the entire year.

Notification

When it is determined that a student has violated this policy, the Principal of the school shall notify the student's parent/guardian and the criminal justice or juvenile delinquency system as required by law.

Modifications

The KIPP Nashville Executive Director shall have the ability to modify zero-tolerance disciplinary actions on a case-by-case basis in accordance with state law and district policy.

Reporting of Crimes, Interrogations, and Searches

Reporting of Crimes

School Officials' Duty to Report Drug or Weapon Offenses. It is the duty of a Principal who has reasonable suspicion to believe, either as a result of a search or otherwise, that any student is committing or has committed any violation of a drug offense or unlawful carrying or possession of a weapon, upon the school grounds or within any school building or structure under the Principal's supervision, to report the reasonable suspicion to the appropriate law enforcement officer.

"Reasonable suspicion" is defined as circumstances based on statements or facts that would lead a person of ordinary care and prudence to believe and consciously entertain an honest and strong suspicion that a person or persons have done a specific act.

School personnel have the duty to report any reasonable suspicion that a student is committing or has committed any violation of a drug offense or unlawful carrying or possession of a weapon to the Principal, or, if the Principal is not available, to the Principal's designee. If neither the Principal nor the designee is available, school personnel may report violations of a drug offense or unlawful carrying or possession of a weapon committed on school property to the appropriate authorities.

School Officials' Duty to Report Other Student Offenses. A teacher observing or otherwise having knowledge of an assault, battery, or vandalism endangering life, health, or safety committed by a student on school property shall report such action immediately to the Principal. A Principal having direct knowledge of an assault, battery, or vandalism endangering life, health, or safety committed by a student on school property or receiving a report of such action shall report the action immediately to the municipal or metropolitan police department or sheriff's department having jurisdiction. Any fight not involving the use of a weapon, or any fight not resulting in serious personal injury to the parties involved, shall be reported only to the Principal. Authorized charter schools shall also report violent and disruptive incidents to the district through the student information system.

Interrogations

Police-Initiated Interrogations. If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated crimes committed outside of school hours, the police department shall first contact the Principal regarding the planned interrogation and inform him/her of the probable cause to investigate. The Principal has discretion in deciding whether to allow the interrogation on school property, unless immediate police access to the student is required by law, court order, warrant, or an exigent circumstance justifying dispensation with the requirement to obtain a warrant. The Principal shall make reasonable effort to notify the parent/guardian of the interrogation unless circumstances require otherwise.

Interrogations by Police (At Administrator's Request). If the Principal has requested assistance from law enforcement to investigate a crime involving his/her school, the police may interrogate a student suspect in school during school hours. The Principal shall make reasonable effort to notify the parent/guardian of the

student. However, the interrogation may proceed without attendance of the parent/guardian, and the Principal or designee shall be present during the interrogation.

Interrogations by School Personnel. Students may be questioned by teachers or administrators about any matter pertaining to the operation of the school or school district and/or the enforcement of its rules, policies, and procedures.

Searches

Search of Lockers, Vehicles, and Other Property. When individual circumstances in a school dictate, a Principal may order that vehicles parked on school property by students or visitors, containers, packages, lockers, or other enclosures used for storage by students or visitors, and other areas accessible to students or visitors be searched in the Principal's presence or in the presence of other members of the Principal's staff. In particular, the locations listed above are subject to search for drugs, drug paraphernalia, dangerous weapons, or any property that is not properly in the possession of the student or visitor.

Search of Persons. A student may be subject to physical search because of the results of a locker search, or because of information received from a teacher, staff member, student, or other person if such action is reasonable to the Principal. Every effort will be made for the search to be conducted in private and in the presence of two (2) adult witnesses. In situations where there is an immediate threat to the safety and welfare of students and staff, and in the school official's judgment the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting and without an adult witness, provided all of the requirements of reasonableness above are met.

All of the following standards of reasonableness shall be met:

1. A particular student has violated school policy;
2. The search will yield evidence of the violation of school policy or will lead to disclosure of a dangerous weapon, drug paraphernalia, drug, or stolen item;
3. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education of students;
4. The search is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and,
5. The search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged to have been committed.

Use of Metal Detectors. To facilitate a search that is found to be necessary, metal detectors and other devices designed to indicate the presence of dangerous weapons, drug paraphernalia, or drugs may be used in searches, including hand-held models that are passed over or around a student's or visitor's body, and students, visitors, containers, and packages may be required to pass through a stationary detector.

Use of Animals. To facilitate a search that is found to be necessary, dogs or other animals trained to detect drugs or dangerous weapons by odor or otherwise may be used in conducting searches, but the animals shall be used only to pinpoint areas needed to be searched and shall not be used to search the persons of students or visitors.

Disposal of Contraband. Any dangerous weapon or drug located by the Principal or other staff member in the course of a search shall be turned over to the appropriate law enforcement officer for proper disposal.

Safe Harbor Provision

A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school.

If a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to any disciplinary action under these rules. The Principal or designee will make arrangements to return the object to the student's parent/guardian, when applicable.

If a student discovers an illegal item such as drugs, a weapon or other contraband (e.g., tobacco, alcohol) on school property, or a school bus, or at a school bus stop, the student may approach a school official and report the discovery. A student will not automatically be in violation of school codes by solely making such a report.

School officials will use discretion in determining whether the circumstances surrounding the report warrant further investigation of the reporting student.

Bullying, Cyber-Bullying, Discrimination, Harassment, and Hazing Policy & Investigation Procedures

KIPP Nashville is committed to providing all students a safe and supportive learning environment. In order to maintain a safe and supportive school environment, acts of bullying, cyber-bullying, discrimination, harassment (including sexual harassment), hazing, or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.

This policy addresses KIPP Nashville employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off school property or outside of a school-sponsored activity, this policy is applicable if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

It is the Principal's responsibility to ensure that all staff and students are educated and trained on the policy, reporting procedures, and bullying and harassment prevention. Information about disciplinary consequences will be published annually in the Staff Handbook and Student & Family Handbook.

Definitions

"Bullying/Intimidation/Harassment" is an intentional act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing the student or students in reasonable fear of physical harm to the student or damage to the student's property;
3. Causing emotional distress to a student or students;

4. Creating a hostile educational environment, or;
5. Creating unwelcome conduct based on a protected class (race, nationality, ethnicity, gender/sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

“Cyber-bullying” is a form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, computers, text messaging, emails, social networking sites, instant messaging, videos, web sites, or fake profiles.

“Hazing” means any intentional or reckless act on or off school property, by (1) student acting alone or with others, that is directed against any other student(s) that endangers that mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her own mental or physical health or safety. Coaches and other school employees shall not encourage, permit, condone, or tolerate hazing activities. “Hazing” does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization. KIPP Nashville will distribute its hazing policy at the beginning of each school year. During the first month of each new school year, time will be set aside to specifically discuss the hazing policy and its ramifications as a criminal offense and the penalties that may be imposed by the school and/or State Board.

Complaints and Investigations

Any individual who witnesses or has knowledge of behaviors that may constitute a violation of this policy should report such information promptly to the Principal or designee (e.g., Dean of Students). Students or staff may report however necessary, including verbally, in writing, or anonymously. KIPP Nashville requires any KIPP employee who witnesses or has knowledge of behavior that may constitute bullying, cyber-bullying, discrimination, intimidation, harassment, and/or hazing to report such information immediately to the Principal or designee, but not later than 24 hours after witnessing or learning about the incident.

Once a complaint has been reported to the Principal, the Principal or designee will begin an investigation within 24 hours. The investigation may include talking with other students and staff members, requesting written reports or artifacts regarding the alleged incident(s), reviewing school cameras, etc. Once a conclusion has been made, the Principal or designee will determine the necessary next steps, including, but not limited to, contacting all parties involved to report final findings, notifying parents/guardians, issuing appropriate consequences, notifying authorities, etc. Disciplinary action is dependent upon each individual complaint and subsequent findings from the investigation, but may include demerits, loss of privileges, in-school or after-school detention, in-school or out-of-school suspension, or expulsion. Both victims of and perpetrators of bullying may also be referred for counseling services.

Any investigation involving conduct reported as child abuse or child sexual abuse or another criminal matter shall not commence until authorization to proceed with the investigation has been received from the Department of Children’s Services or local law enforcement.

Response and Prevention

KIPP Nashville staff will take all complaints, reported incidences, and observed infractions of this policy seriously. When a staff member observes acts of bullying, cyber-bullying, discrimination, intimidation, harassment, and/or hazing he or she should intervene immediately, issuing a demerit for gross disrespect and following the school site’s procedure for removing a student from the classroom/reporting to ISC. Once in ISC, the Dean of Students will follow through with the investigation and appropriate consequences and notification of the incident. If a

staff member does not witness the act, but receives a complaint from a student, he or she should follow the complaint procedure outlined previously.

Each school will develop its own prevention plan, led by the Principal and Dean of Students, but also involving other relevant individuals (e.g., counselors, Grade Level Leaders, teachers, parents/guardians, students, etc.). Each plan must include staff training of the policy during summer professional development, student training of the policy during orientation or beginning of the year, and notification of staff, students, and families. In addition, prevention efforts include ongoing discussions and lessons in homeroom/advisory, the merit/demerit system, student advising, and school culture efforts led by the Dean of Students.

Reports

When a complaint is filed alleging a violation of state or the school's policy where there is physical harm or the threat of physical harm to a student or student's property, the Principal or designee of each school will report the findings and any disciplinary actions taken to the Executive Director of KIPP Nashville or designee. By July 1 of each year, the Executive Director or designee will prepare a report of all the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be submitted to the Department of Education by August 1.

Retaliation and False Accusations

The administration of the KIPP Nashville Schools prohibits reprisal or retaliation against any person who witnesses and/or reports a violation of this policy. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designees after considering the nature, severity, and circumstance of the act, in accordance with case law and board policies and procedures.

Intentionally making false reports about bullying, discrimination, harassment, hazing, cyber-bullying or other similar behavior to school officials shall be prohibited conduct. Any act of retaliation or reprisal or intentional false report against any person who reports a violation of this policy will not be tolerated. Any student or adult who engages in the act of retaliation or reprisal or who intentionally makes a false report against another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal criminal law has allegedly been violated, the local law enforcement agency shall be notified.

Sexual Harassment as Sexual Abuse

Under certain circumstances, sexual harassment of a student may constitute sexual abuse as defined under state law. In such situations, KIPP Nashville will comply with state laws as well as district and school policies regarding the reporting of suspected abuse to appropriate authorities.

Community Resources

- **Department of Children's Services**
289 Plus Park Blvd, Nashville, TN 37215
(615) 360-4200
- **Tennessee Child Abuse Hotline**
(877) 237-0004
- **Middle Tennessee Mental Health Cooperative**

Mobile Crisis Unit
275 Cumberland Bend, Suite 237, Nashville, TN 37228
(615) 726-0125

- **Sexual Assault Center**
101 French Landing Drive, Nashville, TN 37228
(615) 259-9055

Student Support Services

Special Education Program

All KIPPsters with disabilities are provided services and programs as prescribed by their Individualized Education Plans (IEPs). All services and placement decisions are made by the IEP team based on the individual needs of the KIPPster. If you have a question regarding your KIPPster's eligibility, please contact the Assistant Principal of Student Support.

Child Find

Under the Individuals with Disabilities Education Act (IDEA), Child Find requires all school districts to identify, locate, and evaluate all children with disabilities from birth through age twenty-one (21), regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. The IDEA requires all states to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not.

Points of Contact

Parent/Guardians are encouraged to speak with any KIPP staff if they have concerns about their child. Parents/Guardians and other relevant stakeholders with questions or concerns about a child's educational needs should contact one of the following KIPP staff to discuss Child Find, the referral process, and the availability of special education programming at KIPP:

- Principal, Molly Ramsey, MRamsey@kippnashville.org
- Assistant Principal of Student Support, Kristin Barnhart, KBarnhart@kippnashville.org
- Regional Director of Student Support, Traci Williams, twilliams@kippnashville.org

Referral Process

A referral for initial evaluation should state why it is thought that the child may have a disability. KIPP is required to make reasonable efforts to obtain parent/guardian consent for the initial evaluation within 30 calendar days of receipt of a referral and must complete an initial evaluation and eligibility determination within 60 calendar days of obtaining parent/guardian consent.

The initial evaluation timeline does not apply if:

- The parent/guardian fails or refuses to respond to a request for consent for the evaluation after reasonable efforts;
- The parent/guardian of the child repeatedly fails or refuses to produce the child for the evaluation; or
- The child enrolls in another District prior to the determination of eligibility.

If a parent/guardian or other person would like to make a referral for an initial evaluation to determine if a child is in need of special education and related services, please contact the Assistant Principal of Student Support, Kristin Barnhart, KBarnhart@kippnashville.org. All KIPP staff must accept an oral or written referral for initial evaluation. Upon receiving an oral referral, KIPP staff must document an oral referral in writing within (3) business days of receipt. KIPP provides a referral form to assist parents/guardians and other parties in documenting a referral, but the form does not need to be completed by the person making the referral for KIPP to act on the referral.

KIPP accepts referrals for an initial evaluation from the following persons:

- A student's parent/guardian;
- The student, provided that educational rights have transferred to the student; and
- An employee of KIPP Nashville who has knowledge of the student.

For children under the age of 6, KIPP also accepts referrals from:

- Pediatricians or other medical professionals, including physicians, hospitals, and other health providers;
- Child development facilities, including day care centers, childcare centers, and early childhood programs;
- District agencies and programs, including IDEA Part C programs;
- Community and civic organizations; and
- Advocacy organizations.

KIPP maintains regular contact with community-based referral sources and works to collaborate with community-based service providers to provide information on the availability of special education and related services and the means through which parents/guardians or organizations may submit a referral.

Within 30 calendar days of receipt of a referral, KIPP must make reasonable efforts to obtain parent/guardian consent for an initial evaluation. Reasonable efforts include attempting to contact the parent/guardian at least three (3) times on three (3) different dates using at least two (2) modalities. KIPP must begin reasonable efforts within 10 business days of receipt of the referral. KIPP must conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent/guardian reports, health records, or data from other interventions. KIPP will provide the parent/guardian of a child suspected of having a disability with information about the nature of any additionally required assessment. For children under the age of 6, upon obtaining parent/guardian consent for disclosure of referral information, KIPP will provide feedback to the person making the referral regarding the outcome of the referral in a timely manner.

Screenings

KIPP implements a comprehensive screening process to determine if a child should be referred for an evaluation, the result of which is provided to the child's parent/guardian. Screenings utilize assessments and tools that are generally applied across the entire student population. Parent/Guardian consent is not required for KIPP to conduct a uniform, schoolwide screening. A screening conducted by a KIPP teacher or specialist to determine appropriate instructional strategies for curriculum implementation does not constitute an evaluation for eligibility for special education and related services and does not require parent/guardian consent.

KIPP does not use screenings to delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

Response to Intervention (RTI)

KIPP Response to Intervention (RTI) efforts will not be used to delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

Provided Services

KIPP provides all instructional support, related services, and accommodations as required in each child's Individualized Education Plan (IEP). KIPP uses a full inclusion model where students spend most of their day in a

least restrictive environment learning alongside their same-aged, same-grade peers. Students' IEP goals are met through intervention specialists and related service providers pushing into classrooms, pulling students out for one-on-one services, and in small group instruction. KIPP has a counselor/social worker and intervention specialist on staff to provide instructional and behavioral services, and contracts with outside service providers as needed for speech and hearing services and physical and occupational therapy.

Parent/Guardian Procedural Safeguards and Rights

Parents'/Guardians' legal rights during the Child Find process are defined by IDEA and Tennessee law. In the event of a disagreement, parents/guardians may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents/guardians can learn more about their rights under IDEA by either:

- referring to the Part B Procedural Safeguards located at https://www.tn.gov/content/dam/tn/education/reports/331816_notice_proc_safeguards.pdf; or
- by contacting the Assistant Principal, Kristin Barnhart, of Student Support to obtain a copy of their procedural safeguards.

IDEA Grievances

Parents/guardians or students who wish to express a complaint or grievance regarding their child's special education program or services should follow the same procedures outlined in the section titled "General Grievances and Complaints Procedure". Such complaints may include, but are not limited to, the formation or implementation of a child's Individualized Education Plan, provided services, progress towards goals, use of appropriate accommodations and interventions in the general education setting, etc.

Complaints may be submitted to the State Board via the State Board's general complaints process outlined. IDEA legal or other administrative actions may be filed without filing a complaint or grievance with the State Board or school. Complaints may be directed to the following:

IDEA Administrative and/or Due Process Complaints:

Tennessee Department of Education

Office of General Counsel

9th Floor, Andrew Johnson Tower

710 James Robertson Parkway

Nashville, TN 37243

Telephone: (615) 741-2921

Website: <https://www.tn.gov/education/legal-services/special-education-legal-services.html>

S-Team (Student Support Team) Process

There are times when students exhibit repeated patterns of behaviors that interfere with the learning for themselves or other students. If a parent/guardian or other person would like to make a referral for an S-Team (Student Support Team) meeting to discuss their concerns, please contact the Assistant Principal of Student Support, Kristin Barnhart, KBarnhart@kippnashville.org. All KIPP staff must accept an oral or written referral for an S-Team Meeting. Upon receiving an oral referral, KIPP staff must document an oral referral in writing within (3) business days of receipt.

The S-Team consists of the S-Team Coordinator, Principal or designee, teachers, social workers/counselors, and parents/guardians and may also include nurses, mental health clinicians, psychologists and external agency representatives who help develop prevention and intervention techniques and alternative strategies that

ultimately lead to student success. When student behavior requires intervention, the student support team develops and documents a plan to address the behavior.

If the interventions are successful, the S-Team will document and may continue to monitor as needed.

If the behaviors continue after interventions and a disability is suspected, the appropriate assessment specialist is invited to a meeting by the S-Team. If a disability is suspected at any point in this process, the school and parent/guardian should convene a meeting within 10 days to obtain written parent/guardian consent to an evaluation for special education services or a 504.

English Language Learners

KIPPsters who are classified as ELL based on their submitted home language during enrollment will be administered a criterion referenced English Language Proficiency test designed to measure English learners' social and academic proficiency in English. This test, known as the W-APT (WIDA ACCESS Placement Test) for kindergarten students and the WIDA Screener for 1st–12th students, assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains: reading, writing, listening, and speaking. These KIPPsters must be screened within 30-days of enrollment.

Based on a KIPPster's score on the ACCESS evaluation, he or she may be identified as ELL and are eligible for additional learning supports. They will be entered into the English to Speakers of Other Languages (ESOL) program, a standards-based curriculum emphasizing academic and social development in the English language. ESOL coursework is based on English Language Development (ELD) standards. Classroom teachers integrate these standards with the Tennessee Performance standards to enable ELL KIPPsters to demonstrate their academic, social, and cultural proficiency.

ELL students will be assessed annually in February–April on their English Language Proficiency. They will be administered a criterion referenced English Language Proficiency test designed to measure English learners' social and academic proficiency in English. This test, known as the Accessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs), assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains: reading, writing, listening, and speaking. If there are any clarifying questions or concerns around EL services, please contact the Assistant Principal of Student Support, Kristin Barnhart, KBarnhart@kippnashville.org.

504 Plans

The Assistant Principal of Student Support and School Counselor/Social Worker will oversee the implementation of all 504 plans. General education teachers will be primarily responsible for executing all modifications and accommodations included in KIPPster's 504 plan. These plans follow state regulations for requests, evaluations, and implementation. If there are any clarifying questions or concerns, please contact the Assistant Principal of Student Support, Kristin Barnhart, KBarnhart@kippnashville.org or School Counselor/Social Worker, Kia Hassell, Khassell@kippnashville.org.

Homebound Services

There may be cases when a KIPPster requires hospital or homebound (HHB) services as designated by an Educational Service Plan (ESP). This plan may include accommodations and modifications from a Section 504

plan, or Individualized Education Program (IEP), as applicable. During the time a KIPPster needs HHB services, academic instruction and other services will be provided to KIPPsters in an alternate location when their specific need would prevent normal school attendance, as identified by a licensed physician or psychiatrist who is treating the KIPPster.

Counseling

Individual Counseling

Individual counseling is where a student meets one-on-one with the KIPP counselor/social worker or counseling intern for counseling on specific or more general issues that are impeding their learning. Students in individual counseling are pulled out on a weekly or bi-weekly basis as needed. Professional school counselors can see all students without parent/guardian consent, though parents/guardians do have the option to opt out of services. Social Workers and Licensed Professional Counselors must have consent for students identified as needing counseling services.

Group Counseling

Students who may need extra support, but do not necessarily need the level of individual counseling can become involved in group counseling. Group counseling usually involves between three and seven students who are all struggling with similar issues (examples include anger management, grief, test preparation, resiliency, etc). Students meet with the counselor/social worker in a group setting in regular intervals. Counselors/social workers can see all students in groups without parent/guardian consent, though parents/guardians do have the option to opt out of services.

Health, Wellness, and Safety

Physical Examinations and Immunizations

Prior to each student entering a public school for the first time AND prior to participating as a member of any school sponsored athletic team, students must provide proof of a complete physical examination.

Students are not permitted to enroll or attend school without proof of up to date immunizations. Students may be granted an exemption from immunization requirements if a qualified physician certifies that administration of immunizations would be in any manner harmful to the child. Students may also be granted an exemption from immunization requirements if a parent/guardian files with proper authorities a signed, written statement affirmed under penalties of perjury that such immunization and preventive measures conflict with the religious tenets and practices of the parent/guardian. No student determined to be homeless shall be denied admission to school if the student has not yet been immunized or is unable to produce immunization records due to being homeless. Students that show up for school without up to date immunization records must be sent home immediately until updated immunization records are shared with the school.

Student Medications

Medications held at the school should be limited to those required during school hours and necessary to maintain the student's enrollment and attendance in school. Medications given once a day should be administered at home. All prescription medications given at school must be prescribed by a licensed prescriber and requires a doctor's signature on the consent form. Over-the-counter medications are medications that do not require a prescription, and also require signed consent from a parent. All medications are held in the main office. A student must meet the following conditions to self-administer medication at school with assistance:

- Student must be competent to self-administer non-prescription or prescription medication
- Student's condition, for which the medication is authorized and prescribed, must be stable
- The self-administration of medication must be properly documented

Prior to the administration of any medication, the school must receive a completed and signed copy of the "Request for Assisted Self-Administration of Medication" as well as the medication in its original container with the student's name, name of medication, dosage, time and route of administration. All unused medication must be collected at the end of the school year, or it will be destroyed. Staff are unable to administer any medications, including over the counter medications like Tylenol, without this form completed and on file.

Designated staff members will complete an annual training on medication administration prior to the school year and their administration of any medication.

Influenza & Meningococcal Disease & Vaccination

The school shall provide parents/guardians with information about influenza and meningococcal disease and the effectiveness of vaccination against influenza and meningococcal disease at the beginning of every school year.

Emergency Preparedness

KIPP Nashville is committed to the safety of every staff member and student while on campus. All staff members play an integral part in the safety of every student and should consider it an aspect of their role at KIPP

Nashville. Regional and school based operations teams are responsible for the creation and implementation of safety plans.

Safety Drills

Safety drills are an important aspect of KACPE emergency preparedness readiness. Safety drills allow staff and students to practice the appropriate response to any emergency and/or natural disaster. We will complete the following drills consistently throughout the year as prescribed by our authorizing district:

- **Tornado/Severe Weather:** When a severe weather event that can immediately impact the safety of all within the building, all persons will take cover within the building.
- **Lockout:** When there is a threat in the area that could affect the school, all persons within the building are required to remain indoors. No one is allowed to enter/re-enter the building during this time.
- **Lockdown:** When there is a threat within the building that can immediately impact the safety of all within the building, all doors (internal and external) will be locked and all persons within the building should hide from sight.
- **Shelter in Place:** When there is an unforeseen circumstance that impedes anyone from exiting the building and/or classroom, all persons within the building must remain within their current location. No one is allowed to enter/re-enter the building during this time.
- **Fire/Evacuation:** When a fire is present in the building, all persons within the building are required to evacuate.

Non-Discrimination Statement

KIPP Nashville brings together a diverse group of people. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age, or disability status.

KIPP Nashville is not only obligated to uphold the law concerning equal opportunity in accordance with Title VI of the Civil Rights Act of 1964, but it regards the spirit of these laws to be the very core of its values. KIPP wishes to stress that it is the responsibility of every member of the KIPP community to observe and uphold the principles of equal opportunity as they affect staff, faculty, and students in all aspects of school life.

Child Abuse and Neglect

Reporting

All personnel shall be alert for any evidence of child abuse and/or neglect which includes psychological harm, physical and sexual abuse. If personnel know or have reasonable cause to suspect abuse or neglect, a report shall be filed immediately. Reports shall be made to the judge having juvenile jurisdiction, to the county office of the Department of Children's Services (DCS), to the sheriff of the county where the child resides, or to the office of the chief law-enforcement official where the child resides. The report shall include, to the extent known by the reporter:

1. The name, address, telephone number, race, school, and age of the child;
2. The name, telephone number, and address of the parent/guardian or persons having custody of the child;

3. The nature and extent of the abuse or neglect and any statement from the child; and
4. Any evidence to the cause or any other information that may relate to the cause or extent of the abuse or neglect.

The identity of the person reporting shall remain confidential except when the juvenile court determines otherwise. Notice that a report was filed, and any other information relevant to the wellbeing of the child, shall be verbally provided to the parent/guardian within twenty-four (24) hours of filing. This notice shall be made in coordination with DCS. Notice shall not be provided if there is reasonable cause to believe that the parent/guardian may be the perpetrator or in any way responsible for abuse.

Investigations

School administrators and employees have a duty to cooperate, provide assistance, and information in child abuse investigations including permitting child abuse review teams to conduct interviews while the child is at school. The Principal may control the time, place, and circumstances of the interview but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The Principal is not in violation of any laws by failing to inform parents/guardians that the child is to be interviewed even if the suspected abuser is not a member of the child's household.

Bus Safety Complaints

Complaint Process

Each bus is equipped with a phone number posted on the rear bumper for reporting complaints.

In the event of a bus safety complaint, the following process is followed:

- (1) The complaint is submitted via phone call to the Transportation Manager at (615) 986-1467.
- (2) Within 24 hours, the Transportation Manager will begin an investigation of the complaint.
- (3) Within 48 hours of receiving the complaint, the Transportation Manager submits a preliminary report to the Chief Operating Officer, including:
 - (a) The time and date the complaint was received;
 - (b) The name of the bus driver;
 - (c) A summary of the complaint; and,
 - (d) Any prior complaints or disciplinary actions taken against the driver.
- (4) Within 10 days of receiving the initial complaint, the Transportation Manager submits a written report to the Chief Operating Officer that details the investigation's findings as well as the action taken in response to the complaint.

Use of Photographs and Video Footage

Cameras or video cameras may be used to monitor student behavior on school buses transporting students to and from school or extracurricular activities. Photographs and video footage shall be used only to promote the order, safety, and security of students, staff, and property.

Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established board policy governing student conduct and discipline. KIPP Nashville shall comply with all applicable state and federal laws related to photographs and video footage. Materials shall be maintained for three (3) business days. A parent/guardian may submit requests to view bus photographs or bus video footage triggered by a specific incident involving their child to the Chief Operating Officer, Principal, Director of Operations, or Transportation Manager, and, if the viewing can be done in compliance with applicable state and federal law, a time and location shall be arranged for viewing. The Chief Operating Officer, Principal, or Director of Operations shall be present when a parent/guardian is provided the opportunity to review photographs and video footage.

The parent/guardian may not record or otherwise copy the video footage or receive a copy of the footage without a valid court subpoena.

Video Review Procedures

A. Who May Request to Review Video

- (1) A parent/guardian with authority to view the student's academic record may ask to review a portion of video taken from a camera on a school bus when the video depicts his/her child during a specific incident on the bus involving his/her child.
- (2) The requesting party may review video only of his/her own child and only of a specific incident involving his/her own child.
- (3) Appropriate KIPP Nashville personnel (in most instances the Principal) shall be present while the parent/guardian views the video.

B. Process to Request and View Video

- (1) Within three (3) business days of the specific incident, the parent/guardian shall request in writing to view the relevant portion of video. The request may be made to the Principal, Director of Operations, Transportation Manager, or the Chief Operating Officer.
- (2) If the request is made to the Principal, Director of Operations, or Transportation Manager, he/she shall forward the request to the Chief Operating Officer.
- (3) The Chief Operating Officer shall collect, gather, and review the video in question and determine if the video can be viewed in compliance with federal and state laws.
- (4) When appropriate, the Chief Operating Officer shall forward the video to the Principal who will schedule a time with the parent/guardian to view the video.
- (5) The Principal or other appropriate KIPP Nashville personnel shall be in control of the video and the viewing process at all times with the parent/guardian while the parent/guardian views the video.
- (6) The video shall remain in the custody of KIPP Nashville at all times. Copies will not be provided.
- (7) The video may not be duplicated by the parent/guardian or Principal in any way. Reproduction, duplication, transmission, audio or video recording, and photographs of the video are prohibited.

C. Video Storage and Availability

- (1) KIPP Nashville shall keep photographs and video footage archived for no less than three (3) business days after recording.

Asbestos Hazard Emergency Response Act

In accordance with state law, KIPP Nashville maintains an asbestos management plan for any of the buildings in which we operate, owned or leased, that has any asbestos containing materials. This includes regular inspection and proactive communication with families and staff of any asbestos related activity taken within the school. In these rare circumstances, professional abatement occurs and the activity is planned during school breaks.

Parent/Guardian Involvement

Communication Between Home & School

KACPE is committed to communicating with families through a range of formal and information channels. You can expect the following communications from our school community:

- Monthly Newsletter from Principal
- Weekly updates on the KACPE Family Connect Website
- Daily behavior reports on Dean's List

In addition, you may reach out directly to your KIPPster's homeroom teachers by phone, text or email between the hours of 3:30p-6:00p. You may also call the main office anytime between 7:30a-4:30p.

Accessing School Systems

Dean's List

Dean's List is the system used by our school to communicate important information about your student's progress. Every Friday students will receive a report to share with families to see how they're doing throughout the week. The report will include information about behavior, attendance, and your student's current grades. Teachers will use this system to input behavior information by 4:30 pm each day. Many school, grade, and individual incentives are tied to high behavior reports. Be sure to ask your student for this every Friday! You will also be able to access this report through an online parent portal.

Parent/Guardian Engagement Opportunities

KACPE welcomes and values the involvement of parents and families. In early fall and throughout the spring, families will have the opportunity to become part of the Family Involvement Committee, which will help plan and execute seasonal classroom celebrations, field trips, staff appreciation events, and school improvement initiatives.

Parent/Guardian Rights

Family Education Rights and Privacy Act (FERPA)

The student education records contained in KIPP Nashville electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.

With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent/guardian consent. Violation of FERPA could subject KIPP Nashville to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent/guardian consent, is disclosure to school officials with legitimate educational interests.

All KIPP Nashville staff members agree not to disclose any of the personally identifiable information they acquire in the course of their duties to other parties who are not school officials unless you have obtained prior written parent/guardian consent in accordance with FERPA guidelines for the disclosure.

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

- (1) The right to inspect and review the student's education records within 45 days after the day KIPP Nashville receives a request for access.

Parents/guardians or eligible students who wish to inspect their child's or their education records should submit to the Principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/guardians or eligible students who wish to ask the school to amend their child's or their education record should write the Principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

- (3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by KIPP Nashville to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202

Definitions

- **Student education records:** records directly related to students and maintained by the school or a party acting for the school.
- **Personally identifiable information:** includes, but is not limited to:
 - Student Names
 - Names of student parents or other family members
 - Student or student family addresses;
 - Personal identifiers, such as student social security numbers or school-assigned student numbers;
 - Lists of personal characteristics that would make student identity easily traceable; or
 - Other information that would make a student’s identity easily traceable.
- **A school official:** a person employed by KIPP Nashville as an administrator, supervisor, instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school’s board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- **Legitimate educational interest:** a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 1. Political affiliations or beliefs of the student or student’s parent/guardian;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
 - Inspect, upon request and before administration or use:
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

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

KIPP Nashville has developed policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. KIPP Nashville will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. KIPP Nashville will also directly notify parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation in the specific activity or survey. KIPP Nashville will make this notification to parents/guardians at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

Parents/guardians who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Release of Student Info to Institutions of Higher Education and Military Recruiters

Federal law requires KIPP Nashville to provide institutions of higher education and military recruiters, upon request, the names, addresses, and phone numbers of high school students, unless the parent/guardian of a student under 18 years of age (or the student once they have reached 18 years of age) opts out of the disclosure of this information. Parents/guardians may opt out of the disclosure of this information on the permission form at the end of this handbook.

Requesting Staff Qualifications

Under federal law, parents/guardians have the right to request information about the qualifications of their child's teachers and paraprofessionals, including:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and,
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents/guardians may request this information by submitting a written letter to the Principal or designee.

Complaint Policy & Procedures

KIPP Nashville is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our KIPPsters and their families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Please follow this procedure for all school related complaints, including, but not limited to, student conduct and school discipline, uniform issues, transportation, food services, school academic program, individual teacher or classroom concerns, special education program or services, athletics and clubs, etc.

Informal Complaint Procedures

An informal complaint is a complaint that does not concern the alleged violation of law or the charter (e.g., a concern about an academic grade, the school's uniform policy, or the school's cell phone policy). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the school by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the Principal to discuss the matter; the Principal shall respond in person, by telephone, or in writing.

Formal Complaint Procedures

A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who has a formal complaint against a school policy or a member of the school community may follow the steps below. Please note that these steps are for formal complaints only – meaning complaints which allege a specific violation of law and/or charter. As a matter of policy and practice, the Executive Director, KIPP Nashville Operating Board, and State Board of Education will not intervene in concerns which do not allege a specific violation of law and/or charter. The steps below outline the KIPP Nashville Formal Complaint Process:

Step 1 – Contact staff member involved. If a parent/guardian has an issue or concern, the first step toward resolving the issue will be to contact the staff member involved by phone or email. The parent/guardian should call the school's front desk to obtain phone and email contact information. The staff member and the parent/guardian will then set up a meeting to discuss the issue either on the phone or in-person and work to reach a resolution that satisfies both parties.

Step 2 – Written Complaint sent to Principal. If the issue is not resolved satisfactorily, the parent's/guardian's next step is to write a letter to the Principal. Note that even if the issue is a problem with the Principal directly, the parent/guardian should go through this step. It is important to have clear documentation of all steps. The parent/guardian may fax, email, mail, or hand-deliver (to the school's front desk) the letter. The parent/guardian should contact the school's front desk to obtain contact information for the Principal. The Principal will reply within three (3) business days, at least acknowledging the complaint has been received, and the Principal may take up to ten (10) business days to investigate and reach a decision. The Principal will send a written decision to the parent/guardian within ten (10) business days of the school receiving the complaint letter. The school will put a copy of the complaint form and the Principal's response in the student's file and will also ensure that a summary of the complaint and resolution is logged in the school's student information system.

Step 3 – Written Complaint sent to Chief of Schools. If the parent/guardian is unsatisfied with the Principal's decision, the parent/guardian may write a letter to the KIPP Nashville Chief of Schools. The parent/guardian can fax, email, mail, or hand-deliver (to the school's front desk) the letter. To get the email address or mailing address for the Chief of Schools, the parent/guardian can contact the front desk of the school. The Chief of Schools will reply within three (3) business days and may take up to ten (10) business days to investigate and reach a decision. The Chief of Schools will send a written decision to the parent/guardian within ten (10) business days of receiving the letter or form. (Please note that the Chief of Schools will not respond to complaints that have not gone through steps 1-2). The school will put a copy of the complaint form and the Chief of Schools's response in the student's file and will also ensure that a summary of the complaint and resolution is logged in the school's information system.

Step 4 – Written Complaint to the KIPP Nashville Board of Directors. If the parent/guardian is unsatisfied with the Chief of Schools's decisions, the parent/guardian may write a letter to the school's Board of Directors. The parent/guardian can fax, email, mail, or hand-deliver (to the school's front desk) the letter. The Executive Director will reply within three (3) business days on behalf of the Board of Directors and may take up to ten (10) business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent/guardian within ten (10) business days of receiving the letter or form. (Please note that the Board will not respond to complaints that have not gone through steps 1-3). The school will put a copy of the complaint form and the Board's response in the student's file and will also ensure that a summary of the complaint and resolution is logged in the school's information system. Please note that if an individual or group voices a complaint at a public meeting of the school's Board or to individual directors, directors shall not respond to the

substance of the complaint, but instead shall thank the individual or group for their time and direct them to this complaint procedure.

Step 5 – Written Complaint to the Authorizer. If the parent/guardian is not satisfied with the Board’s decision, the parent/guardian may present their complaint to the authorizer (i.e., district), who will direct the parent/guardian to the appropriate representative in their charter school office. This person will investigate and respond. The parent/guardian can get contact information for the authorizer from the school’s front desk. (Please note that the school will ask the authorizer not to respond to complaints that have not gone through steps 1-4.) The school will put any information received from the authorizer in the student’s file, and he/she will also log a summary in the school’s student information system.

Please note that if the school receives multiple complaints on the same or a similar subject, the school may elect to consider all the complaints in one process. We do this because responding individually to similar complaints could take an undue amount of time on the part of school staff.

Each authorized charter school shall adopt a policy and procedures for receiving and addressing complaints or grievances from employees, parents/guardians, or students. The governing board of each charter school shall be the first avenue for response in any complaints or grievances filed against the charter school, its employees, or its volunteers, and the policy and procedures shall be included in the student handbook and made available to students, parents/guardians, employees, and any other person who requests it.

If grievances persist following the actions of the governing board of the charter school, or if the complaints are with regard to alleged violations of law, the charter agreement, the improper discipline of a special education student (including violations of the Individuals with Disabilities Act (IDEA) or applicable state or federal law or regulation), or any other topic listed below, the authorizer may investigate.

Complaints and Grievances Handled by the School

The following are examples of complaints or grievances that are at the discretion of the school and areas in which the district cannot mandate decisions:

1. Employment issues;
2. Transportation issues (except with regard to students experiencing homelessness, students with disabilities, or students in foster care)
3. Disagreement with a teacher or a student;
4. Bullying issues (excluding bullying that rises to the level of a civil rights issue under Title IX or VI, or bullying on the basis of a disability under the Americans with Disabilities Act (ADA)); and
5. Disagreement over a discipline decision (excluding the discipline of students with disabilities, including students with Individualized Education Programs (IEPs) or 504 Plans).

The school shall follow its adopted policies and procedures for handling complaints and grievances.

Complaints and Grievances Handled by the Authorizer

In some instances, the authorizer may investigate complaints or grievances regarding an authorized school. A formal complaint or grievance to the authorizer may include, but is not limited to:

1. Alleged violations of the law;

2. Alleged violations of the charter agreement;
3. Special education violations, including discipline;
4. Child abuse;
5. Serious health, safety, and legal issues;
6. Suggesting a student transfer or enroll at a different school, and;
7. Title VI and Title IX (civil rights) claims and ADA/Section 504 claims.

A formal complaint to the authorizer must:

1. Identify the school(s) involved in the issue;
2. Clearly describe the grievance or complaint and provide any corresponding documentation supporting the issue;
3. Provide details of how the individual attempted to resolve the issue with the school or governing board, if applicable, and;
4. Be filed within 180 days of the alleged violation, unless the State Board determines that special circumstances exist to allow the filing of the complaint or grievance. Within seven (7) business days, the Director of Schools or designee will determine whether or not the grievance or complaint is properly before the State Board or if it needs to be resolved with the school, and the Director of Schools or designee will notify the complainant of this decision in writing. If it is determined that the complaint or grievance is properly before the State Board, the State Board will address the complaint or grievance within thirty (30) days, unless special circumstances exist. If special circumstances exist, all parties will be notified. If a school is found to have committed a violation, it may trigger interventions by the State Board in accordance with State Board Policy 6.700.1 Filing a complaint under this policy shall not serve as a prerequisite to any legal or other administrative action that the complainant may choose to pursue, including, but not limited to any complaint under Policy 1801: Special Education/Individuals with Disabilities Education Act (IDEA), Policy 1802: Americans with Disabilities Act (ADA) and Section 504, and Policy 6304: Bullying, Cyberbullying, Discrimination, Harassment, and Hazing.

State Board of Education Student Handbook Addendum

This school is a charter school authorized by the Tennessee State Board of Education, which serves as the overseeing school district. This document provides important contact information for the school district as well as a link to school district resources and information for parents/guardians and students.

General Contact Information

Tennessee State Board of Education
5th Floor, Davy Crockett Tower
500 James Robertson Parkway
Nashville, TN 37243
Main Phone: (615) 741-2966
Email: StateBoard.Schools@tn.gov

State Board of Education District Staff

Director of Schools: Dr. Sara Morrison, Sara.Morrison@tn.gov, (615) 741-2966

Director of Charter Schools: Tess Stovall, Tess.Stovall@tn.gov, (615) 770-1190

Deputy Director of Charter Schools: Ali Gaffey, Ali.Gaffey@tn.gov, (615) 837-5142

Coordinator of Special Populations and Operations: Kelly Kroneman, Kelly.Kroneman@tn.gov, (615) 770-6908

Coordinator of Policy and Federal Programs: Nate Parker, Nathan.G.Parker@tn.gov, (615) 961-4182

Website

The State Board of Education has school district policies and procedures that apply to all of its schools. These policies and procedures, along with additional information about the school district and its schools are located on their website at: <https://www.tn.gov/sbeschools>

School Compact

What is a School Compact?

A School Compact is an agreement that families, students, and teachers develop together. It explains how families and teachers will work together to make sure all students reach grade-level standards. Effective compacts:

- Focus on student learning skills
- Describe how teachers will help students develop skills using high-quality instruction
- Share strategies families can use at home
- Explain how teachers and families will communicate about student progress
- Include the district's goals for the School Improvement Plan

Building Partnerships

Throughout the school year, KIPP Antioch College Prep Elementary will create community-based partnerships to help increase community support and engagement.

Jointly Developed

The families, students, and staff of KIPP Antioch College Prep Elementary will jointly develop the School Compact. Meetings and events will be held each year to review the compact and make changes based on student and family needs.

Communication about Student Learning

KIPP Antioch College Prep Elementary is committed to frequent two-way communication with families about students learning. Some of the ways parents will hear from us are:

- Daily agenda signature checks
- Weekly progress reports and paychecks
- Periodic calls from teachers and staff on student progress
- Updates on the school website and Facebook page
- Academic data parent conversations
- Parent meetings on understanding student progress
- Parent-teacher conferences in the fall and spring semesters

District Academic Goals

Reading/Language Arts

1. At the end of school year 2020-21, students achieve proficiency on grade-level English/Language Arts standards.
2. At the end of the 2020-21 school year, the district demonstrates above average growth on MAP in Reading & Language Arts.

Mathematics

1. For the 2020-21 school year, students achieve proficiency on grade-level mathematics standards.
2. For the 2020-21 school year, the district demonstrates above average growth in secondary mathematics.
3. At the end of school year 2020-21, students demonstrate above average growth in mathematics as measured by MAP from the beginning of the school year.

Commitment to Excellence

At KIPP Nashville, all students, parents, and staff sign a Commitment to Excellence form at the beginning of the school year. This commitment puts in writing the actions that are agreed upon in order to put the KIPPsters on the path to and through college. The Commitment to Excellence is referenced throughout the year in order to provide feedback on how students, staff, and parents are progressing in each of the areas.

2020-21 Teacher/Staff Commitment

I commit to helping my students climb the mountain to and through college in the following ways, while a staff member at KIPP Antioch College Prep Elementary:

- I will have outstanding attendance at work.
- I will communicate honestly and respectfully with my students' parents as we partner to prepare their children for success in school, college, and life.
- I will communicate often regarding students' progress.
- I will return all parent phone calls within 24 business hours.
- I will protect the safety, rights, and interests of all students.
- I will help provide students with a high-quality curriculum and instruction in a supportive, effective environment.
- I will hold all students accountable to school-wide expectations and procedures.
- I will hold myself accountable for all students' learning. I will be prepared to teach well-planned and engaging lessons each day.
- I realize that I represent KIPP Nashville both on and off campus. I will speak positively of my students, parents, teammates, and organization.
- I will work to uphold the KIPP Antioch College Prep Elementary school values: excellence, courage, growth, and team.

I understand that it is my duty to follow these commitments 100% of the time in order to keep the promises we make to KIPPsters and their families while on the path to and through college.

2020-21 Student Commitment

I commit to climbing the mountain to and through college in the following ways, while a student at KIPP Antioch College Prep:

- I will arrive at school between 7:45-8:00 a.m. and remain at school until 3:15 p.m. every day.
- I will make sure I only miss school when it is unavoidable and complete all required make up work.
- I will wear the KIPP Antioch College Prep Elementary uniform to school every day.
- I will complete my homework every night and make sure I am prepared for school the next day.
- I will read, sign, and return my paycheck each week.
- I will follow all classroom rules and treat my teammates and teachers with respect at all times as we work to prepare for success in high school, college, and life beyond.
- I will take responsibility for my actions, be honest, and accept the consequences for my actions when necessary.
- I am responsible for my own achievement. I know that I can succeed with hard work and perseverance.
- As a member of the KIPP team and family, I will work every day to live out the KIPP Antioch College Prep Elementary values of excellence, courage, growth, and team.

I understand that I have a team of people, including my teachers and family, to support me. If these commitments are not met, it may affect my future success and I will receive consequences, including loss of KIPP Antioch College Prep Elementary privileges, disciplinary consequences, and/or dismissal from KIPP Nashville.

2020-21 Caregiver Commitment

I commit to helping my child climb the mountain to and through college in the following ways, while a student at KIPP Antioch College Prep Elementary:

- I will make sure my child arrives at school between 7:45-8:00 a.m. and is picked up by 3:15 p.m. every day.
- I will make sure my child only misses school when it is unavoidable and completes all make up work on time.
- I will make sure my child wears the KIPP Antioch College Prep Elementary uniform to school every day.
- I will ensure my child completes his/her homework, sign his/her agenda each night, and make sure he/she is prepared for school the next day.
- I will take responsibility for my child's actions. I will ensure that he/she serves all consequences, and I will provide transportation if necessary.
- I will support my child's teachers and all KIPP Nashville staff, and communicate honestly and respectfully with them as we prepare my child for success in high school, college, and life beyond.
- I will attend all required parent meetings and conferences and return all calls from the school within 24 hours.
- I will read and sign all weekly communication from the school .
- I will make sure my contact information (address, phone number, and emergency contact) is accurate and update it whenever necessary.
- I will work to help my child follow the KIPP Antioch College Prep Elementary values of excellence, courage, growth, and team.

I understand that I have a team of people, including the KIPP Antioch College Prep Elementary staff, to support me. If these commitments are not met, my child could receive consequences, including loss of KIPP Antioch College Prep Elementary privileges, disciplinary consequences, and/or dismissal from KIPP Nashville.

Technology Agreement

The underlying premise of this policy is that all members of the KIPP Nashville community must uphold the values of honesty and integrity, while complying with the laws of the United States and the State of Tennessee.

While providing our students with access to extensive resources, we also have in place safeguards to protect students from pernicious or harmful materials on the internet. However, on a global network, it is impossible to filter all inappropriate materials. We expect our students to use good judgment and to utilize technology with integrity.

The signatures at the end of this document are binding and indicate that the parties who signed have read the terms and conditions carefully, agreed to them, and understand the significance of each.

Parent/Guardian: I agree to require my child(ren) to abide by the responsible use policy as described within. I understand that there will be consequences for not adhering to these guidelines. These may include (but not be limited to) detention; suspensions; loss of electronic device privileges; dismissal; or referral to law enforcement.

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Handbook Acknowledgement

I understand the 2020-2021 KIPP Antioch College Prep Elementary Student & Family Handbook is available in the front office at any time, and I have also received my own copy today. The signature below acknowledges that I have read and understand the handbook and related policies. In addition, I confirm or deny my student's participation in the areas identified with a check mark below:

	Yes	No
MEDIA		
1. KIPP Nashville has permission to honor my student publicly, including submitting honors received to the media.		
2. KIPP Nashville has permission to interview, photograph or video record my student for use in print, on the internet, and in all other forms of media.		
3. KIPP Nashville has permission to allow news media and other non-KIPP media to interview, photograph, or video record my student.		
<i>*If KIPP Nashville does not receive this permission form with a preference marked, KIPP Nashville will assume permission is granted for options one and two above and that permission is not granted for the third, which is photography or digital recording by news or non-KIPP media.</i>		
HIGHER EDUCATION INSTITUTIONS		
KIPP Nashville has permission to share contact information about my student with institutions of higher education.		
MILITARY RECRUITERS		
KIPP Nashville has permission to share contact information about my student with a military recruiter.		
HEALTH SCREENINGS		
My student has permission to participate in the hearing, vision, height, weight, and blood pressure screenings.		

Student's Name (First and Last): _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

NOTE: Failure to sign and return this form to the school does not relieve the student from the responsibility of complying with the rules and policies referenced in the KIPP Antioch College Prep Elementary Student & Family Handbook.